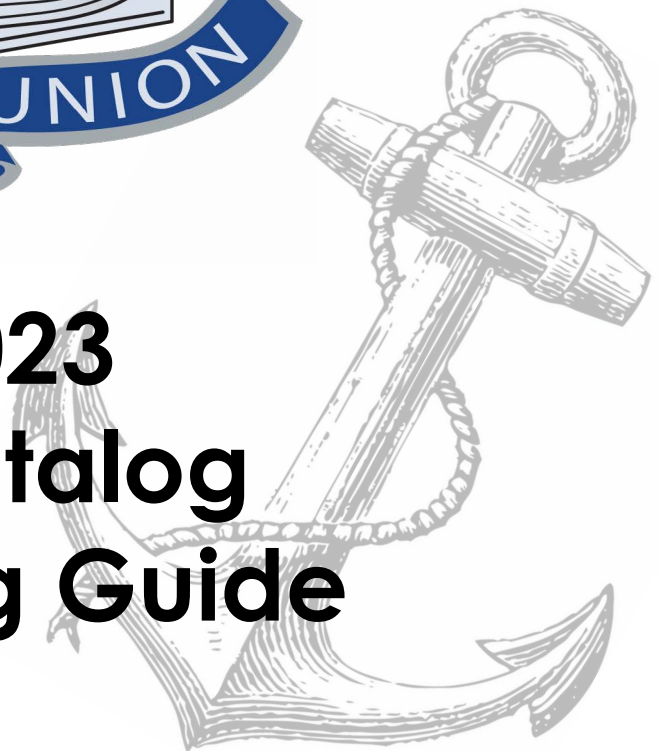


Wheatland Union High School Home of the Pirates



2022-2023 Course Catalog and Planning Guide





Board of Education

Patricia Agles
Greg Forest
Tony Lopez
Branden McHugh
Shawndel Meder

Administration

Nicole Newman, Superintendent
Schandia Edwards, Principal
Lauren Link, Assistant Principal & Director of Student Services
Brandon Moore, Assistant Principal
Ashley Freeman, Director of Special Programs
Dr. Celeste Boggs, Director of STEAM/Work Based Learning
Carol Keiser, Director of CTE, Innovation & Instruction Technology

Vision

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

Mission

“Together, Building a Foundation for Life”

@Wheatland Union High School
Wheatland Union High School, 1010 Wheatland Road, Wheatland, CA 95692
(530) 633-3100 telephone (530) 633-3109 fax www.wheatlandhigh.org

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School Information

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

POLICIES AND PROCEDURES

Report Cards

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

Homework

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

Attendance

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

Honor the CODE
Courteous
Organized
Dedicated
Empathetic

Counseling Department

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

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

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

A student who drops a course during the first six weeks of the grading period may do so with-

Chris Jorin, Lead Counselor
Overseeing Students:

Extension: 179
cjorin@wheatlandhigh.org

Tiffany Embry
Overseeing Students: 9th Grade
Extension:
tembry@wheatlandhigh.org

Shawna Hulsey
Overseeing Students:
A-E & Pirates at SEA
Extension:
shulsey@wheatlandhigh.org

Hugo Diaz
Overseeing students:
Extension:
hdiaz@wheatlandhigh.org

In addition to our school counseling services, we offer Career Advising and Job Placement Services to all students:

Carol Keiser, MS.Ed., Certified Career Advisor
Director of CTE, Innovation & Instructional Technology
Extension: 121
ckeiser@wheatlandhigh.org

out any entry on his/her permanent transcript. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

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

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

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

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

Felicia Meza, Intern
Overseeing: EPD
Extension:
fmeza@wheatlandhigh.org

Dr. Celeste Boggs, PhD
Director of WeWork & STEAM
Extension: 191
cboggs@wheatlandhigh.org

Course Selection 2022-2023

It is extremely important that students adhere to the guidelines listed below when selecting their courses for the 2021-2022 year. Students and parents are expected to read the instructions on the course selection forms before starting to make course selections.

1. Review their transcripts and complete or revise their four-year educational plans. Students must complete all graduation requirements. In addition, they should select courses that support their plans for college and other training.
2. Make certain that they meet the pre-requisites for the courses selected. If a course requires a teacher's permission, they must obtain the proper signature on the course selection form and must follow the application or placement procedures for a designated course.
3. Complete course selections; obtain parent or guardian's signature and submit the selection form on the expected date.

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

The assignment of teaching staff for the 2021-2022 year will be determined by the data gathered from your course selections. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students and parents should plan to select courses carefully. It will be extremely difficult to change a course once a selection has been made.

CLASS CHANGES

The counseling department will make class changes based on the following reasons:

1. Obvious schedule errors, or;
2. Class at incorrect level, inappropriate placement.

CLASS CHANGE PROCESS

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

ALL CLASS CHANGES MUST BE COMPLETED DURING THE FIRST WEEK OF THE SEMESTER.

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

1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.
2. If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments could be scheduled by phone or e-mail for a parent/teacher/student conference or a parent/teacher/student conference scheduled by the counselor.
3. If both student and teacher have tried to improve the student's progress in the class, the parents can appeal for the administrative action with the vice principal. The vice principal will then meet with the parent,

Course Selection 2022-2023

student, teacher and counselor to determine if there is anything else that can be done to resolve the conflict in the class.

This process is designed with the intent of placing effort and responsibility with the student. We hope that the parent teacher conference will improve communication and promote a more positive learning environment for all students.

COURSE WITHDRAWAL POLICY

Students wishing to drop a class prior to the start of school need to make an appointment with their counselor in August. Two days will be set aside to accommodate these students.

Students wishing to drop a class after the start of school must fill out a Schedule Change Request form and complete the process by the second week of school. Students will not be allowed to drop a class if, in the opinion of their counselor, doing so will adversely impact the student's academic progress or create undue hardship on the school staff or other students.

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

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



Graduation Requirements

- Satisfactory citizenship and attendance
- Must be enrolled in a minimum of five classes at all times while attending WUHS unless approved by approved by Administration
- Pass Integrated Math I (or Math 1A + Math 1B)
- Must earn 240 credits including the following required subjects.*
- Requirements must be met with a grade of at least a "D" or better in classes below:

*Class of 2025 must earn 260 credits

Early Graduation: This district believes that a high school education consists of a full four-year program. However, should a student wish to graduate early, he or she may file a petition with the school principal through his/her counselor prior to May 1st of their sophomore year.

Class of 2023 and 2024			
Subject		# of Classes	Credits Required
English	Grades 9, 10, 11 & 12	4	40
Social Science	World History, US History, Civics/Economics	3	30
Math	Completion of Math I is required	3	30
Science	Life, Physical, +3rd Year of Science	3	30
Physical Education	PE 9 - 9th Grade, PE II - 10th, 11th, or 12th	2	20
Get Focused Stay Focused (GFSF) "Pirate Focus"	Grade 9 (upper class sections available)	1	10
Visual & Performing Arts/Foreign Language		1	10
Career Technical Education Pathway (CTE)	Recommend 2 or more for CTE Completion	1	10
Electives		6	60
Total Credits Required:			240

Class of 2025 and 2026			
Subject		# of Classes	Credits Required
English	Grades 9, 10, 11 & 12	4	40
Social Science	World History, US History, Civics/Economics	3	30
Math	Completion o Math I is required	3	30
Science	Life, Physcal, +3rd Year of Science	3	30
Physical Education	PE 9 - 9th Grade, PE II - 10th, 11th, or 12th	2	20
Get Focused Stay Focused (GFSF) "Pirate Focus"	Grade 9 (upper class sections available)	1	10
Visual & Performing Arts/Foreign Language		1	10
Career Technical Education Pathway (CTE)	Recommend 2 or more for CTE Completion	1	10
Electives		8	80
Total Credits Required:			260

A-G Requirements

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

Check with specific institutions regarding testing requirements for your graduating class.

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

Students planning to attend college after graduation should take A-G college preparatory courses. Most private universities and state colleges require completion of these courses for their minimum admission requirements. In addition, many private universities and state

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

A-G College Admission Requirements for UC/CSU

Requirements	University of California (UC)	California State University (CSU)
A - Social Science	2 Years	2 Years
B - English	4 Years	4 Years
C - Math	3 Years (4 Recommended) Must have completed Int. Math III with a C or better.	4 Years
D - Science	2 Years (3-4 Recommended)	2 Years
E - Language Other Than English	2 Years (3 Recommended)	2 Years
F - Visual/Performing Arts	1 Year	1 Year
G - Electives (Must be College Prep Courses)	1+ Year	1+ Year
Minimum GPA - No D or F Grades Admissible	3.0	2.0
Application Essay Required	Yes	No
More information found at	https://www.universityofcalifornia.edu/	https://www.calstate.edu

Future Educational Options

UNIVERSITY OF CALIFORNIA The UC System includes nine four-year universities offering a variety of BA and BS degrees. Master's and Doctoral postgraduate programs are also available. UC's mix of academic excellence, research prowess and its commitment to social mobility propel its campuses to the top of many college ranking lists. To qualify for entrance students must have a high school diploma. Students must follow a university preparatory

program and must successfully complete 11 courses by the end of junior year listed above with a C or better. Students must have a high school grade point average of a 3.0 or higher to be eligible for the UC System. Note: Entrance GPA and Examination requirements may vary depending on the major area of study and campus selected.

See more at:

www.universityofcalifornia.edu

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

See more at:

www.calstate.edu

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

See more at:

www.californiacolleges.edu

www.aiccu.edu

COMMUNITY COLLEGE: The California Community College system includes 114 campuses which offer AA or AS degrees and certificates as well as training in the many trades and technical fields. Community colleges also provide a two-year college transfer program where the classes taken for credit can be transferred to

the University of California or California State University and private universities or colleges.

See more at:

<http://www.cccco.edu>

www.assist.org

www.csumentor.edu/General/transferinfo.html

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

See more at:

www.rwm.org

ADDITIONAL RESOURCES:

All College and Universities in US

www.californiacolleges.edu

www.allaboutcolleges.com

www.princetonreview.com

www.collegenet.com

www.campustours.com

Local Community Colleges

Yuba College: <https://yc.yccd.edu/>

Butte College: www.butte.edu

Sierra College: www.sierracollege.edu

American River College: www.arc.losrios.edu

Sacramento City College: www.scc.losrios.edu

Test Prep

www.collegeboard.org

www.actstudent.org

www.kaplan.com

www.khanacademy.com

Career Planning

One of the primary goals of high school is to prepare students for work and post-secondary education. When selecting courses, students are strongly encouraged to consider their career and educational plans and select courses which will best help them reach their goals. The Counseling Department, Career & College Readiness Center, and STEAM/Work Center offer:

- ✓ Assistance in decision making and career research
- ✓ Specific information on jobs and training requirements
- ✓ Identification of high school Pre-requisites for college and trade schools
- ✓ Identification of high school courses to prepare for various occupations
- ✓ Information on Career and Technical Education in High School and Post Secondary Education
- ✓ Information on financial assistance for college/trade school
- ✓ Assistance in planning out course schedules
- ✓ Assistance in selecting courses in our Early College Access Program & Pirates at SEA

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

Additional Career Resources:

<https://wheatlandhigh.cacareerzone.org> www.onetonline.org

www.whodouwant2b.com www.californiacolleges.edu www.mapping-your-future.org

FOUR-YEAR PLAN

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

Post-Secondary Goal:

- | | |
|---|--|
| <input type="checkbox"/> 4-year College/University | <input type="checkbox"/> Career Tech Ed/Trade School |
| <input type="checkbox"/> 2-year Community College | <input type="checkbox"/> Military |
| <input type="checkbox"/> 2-year community / 4-year transfer | <input type="checkbox"/> Other |

College Major: _____ Career Goal: _____

College Entrance Exams:

10th Grade	11th Grade	12th Grade
PSAT (October)	PSAT NMSQT (October)	SAT I (October - December)
	SAT I (March - April)	SAT II (October - December)
	SAT II (May - June)	ACT (October - December)
	ACT (March - April)	

The following worksheet is provided to you to begin planning your 4-Year Education Plan. This can be added to your Aeries account. We recommend that you meet with a Counselor to review your plan. You can also meet with our CTE/C Staff for initial and additional guidance.

Four Year Education Plan

Name: _____

CTE Pathway: _____ Academy: AG Business Education Patient Care None

Grade 9	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
	English	English 1					Career Goal: Supporting Activities: Co-Curricular Activities: CommServ/Inten/Other: Additional College Courses:
	GFSF	Pirate Focus					
	Math						
	Science						
	P.E.	P.E. I					
	Visual & Performing Arts/For. Lang.						
	Elective/CTE						
	Alternative/Other						

Summer Plans: _____ **Total Credits to Date:** **of 70-80**

Grade 10	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
	English	English					Career Goal: PSAT: _____/_____ Supporting Activities: Co-Curricular Activities: CommServ/Inten/Other: Additional College Courses:
	Social Science	World History					
	Math						
	Science						
	P.E.	P.E. II					
	Visual & Performing Arts/For. Lang.						
	Elective/CTE						
	Alternative/Other						

Summer Plans: _____ **Total Credits to Date:** **of 140-160**

Grade 11	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
	English	English					Career Goal: PSAT _____/_____ SAT _____/_____/_____ SAT Subject _____/_____/_____ ACT _____/_____ ASVAB _____ Co-Curricular Activities: CommServ/Inten/Other: Additional College Courses:
	Social Science	US History					
	Math						
	Science						
	Visual Perf Arts/For Lang or Elective/CTE						
	Elective/CTE						
	Elective/CTE						
	Alternative/Other						

Summer Plans: _____ **Total Credits to Date:** **of 210-240**

Grade 12	Required Courses	Student Courses	Grade		Credit		Career Information and Plans
			1st Sem	2nd Sem	1st Sem	2nd Sem	
	English	English					Career Goal: Supporting Activities: Co-Curricular Activities: CommServ/Inten/Other: Colleges Applied to: Additional College Courses:
	Social Science	Civics/Econ					
	Math or Elective/CTE						
	Science or Elective/CTE						
	Visual Perf Arts/For Lang or Elective/CTE						
	Elective/CTE						
	Elective/CTE						
	Alternative/Other						

Post High School Goals: CAREER / MILITARY / COMMUNITY COLLEGE / TRADE SCHOOL / 4-YEAR COLLEGE **Total Credits to Date:** **of 260 -320**

Other Notes:

Entered into My10YearPlan.com 9th 10th 11th 12th

Entered into Aeries: 9th 10th 11th 12th

Preparing for College: A Step-by-Step Guide

Freshman	<ul style="list-style-type: none"> <input type="checkbox"/> Take High School Math I or II and a Language Other Than English. <input type="checkbox"/> Maintain A's and B's in all subjects and do at least 1 hour of homework each night. <input type="checkbox"/> Form a study group with friends who also plan to go to college, and study together often. <input type="checkbox"/> Create a personal file to save the following: report cards, diplomas and certificates presented to you, list of honors and awards you receive, list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid or volunteer). Update this file each semester. <input type="checkbox"/> Begin visiting local community colleges, state universities, and an independent college or university with your family and friends. Call the admissions office for information about campus tours <input type="checkbox"/> Participate in academic enrichment programs
Sophomore	<ul style="list-style-type: none"> <input type="checkbox"/> Review your freshman and sophomore grade class schedule with your family and/or counselor to make sure you are taking more rigorous college prep classes. <input type="checkbox"/> Maintain A's and B's and do at least one to two hours of homework every night. <input type="checkbox"/> Continue to form study groups with friends. <input type="checkbox"/> Update your personal resume file. <input type="checkbox"/> Continue to visit local community colleges, state universities and private schools. <input type="checkbox"/> Take the PSAT in October, Prepare for SAT and ACT over the summer <input type="checkbox"/> Continue to participate in academic enrichment programs. Many are held on college campuses and some offer scholarships
Junior	<ul style="list-style-type: none"> <input type="checkbox"/> Maintaining grades of A's and B's is especially important during your junior year. You should be doing a minimum of two hours of homework each night and continuing to participate in study groups. <input type="checkbox"/> Prepare for and take the PSAT in October. The results will give you an idea of your strengths and the areas you need to improve as you prepare for college admission. <input type="checkbox"/> Challenge yourself with more rigorous courses. If you take AP Courses, prepare for the exams- passing scores may earn you college credit. <input type="checkbox"/> Research college majors, admissions, financial aid and create a file on colleges that seem to be the right fit. Visit potential colleges. <input type="checkbox"/> Prepare for college entrance exams SAT Reasoning, ACT w/ writing and SAT Subject (If necessary) Schedule tests in the Winter or Spring to allow for retesting to improve <input type="checkbox"/> Complete the NCAA clearinghouse initial eligibility application (Athletes)
Senior	<ul style="list-style-type: none"> <input type="checkbox"/> Register for SAT or ACT exams in August <input type="checkbox"/> Begin completing online applications for all schools in October. Learn about financial aid and scholarship opportunities at each school. Begin the FAFSA process. <input type="checkbox"/> Keep a file or spread sheet on each school that includes all required admissions items, such as transcripts, application fees, recommendations, essays, test scores etc. Pay close attention to deadlines put them on your calendar. Apply Early <input type="checkbox"/> Complete applications on CSU CalState Apply and UC admissions websites in November. <input type="checkbox"/> Attend Financial Aid Meetings and encourage parents to complete income tax statements as soon as possible for financial aid consideration at most schools <input type="checkbox"/> Complete Cal Grant GPA verification forms <input type="checkbox"/> Complete Free Application for Federal Student Aid (FAFSA) online in October <input type="checkbox"/> Continue to form study groups and complete two to three hours of homework nightly. Maintain A's and B's. Your grades are still important. <input type="checkbox"/> Check with counselors for information about scholarships awarded by your school, local companies or community groups <input type="checkbox"/> After receiving acceptance letters. Decide which school with best financial package is and mail your commitment by May 1st. Inform other colleges of your decision <input type="checkbox"/> Prepare to and take AP exams in May

Special Programs

PIRATES AT SEA - EARLY COLLEGE ACCESS PROGRAM

A new grant-funded opportunity for academically driven students to earn 39-60 college units while enrolled at Wheatland Union High School through a combination of Dual Enrollment, Articulated, AP Testing and Concurrent Enrollment with local community colleges. Applications for the Program are available in February 2021 for the Classes of 2023 and 2024. Students in the Class of 2025 will be eligible to apply through their Pirate Focus classes in February 2022. Students selected for the Pirates at

SEA program will be working closely with their Guidance Counselor, and the CTE & College Readiness Center.

Due to the requirements of the grant, priority is given to students who are interested in the Agriculture Academy, Business Management Academy, Education Academy, and Patient Care Academy Pathways and then other Pathways as requested. Please see the Parent-Student Handbook for more information or the WUHS website.

COMMUNITY COLLEGE CONCURRENT COURSES

Some high school students like to take enrichment courses at the community college while they still attend WUHS. These courses offer students the opportunity to expand breadth of their academic program and take higher level courses. Consult Yuba College catalog or counselors for more information. All students must:

1. Have a 2.0 GPA higher
2. Must have a High School Recommendation Form signed by your counselor
3. Must submit high school transcripts with Parent and Students signatures on the High School Recommen-

dation form

4. Students are responsible for the registration process with Yuba College
5. Students will not receive a GPA bump for completing classes at Yuba College that are also offered at WUHS unless they are an extension of what is offered at WUHS, and approved by the guidance counselor prior to registering for classes at Yuba College.

Visit our **CTE/C Center** for more information about our **Early College Access** Program.

DUAL ENROLLMENT AND ARTICULATION

Dual Enrollment is an acceleration program that allows secondary students, including our independent study students, continuation school students, and students with disabilities, to take postsecondary coursework and

simultaneously earn credit toward a high school diploma, a career certificate, an industry certification, or an associate or baccalaureate degree at a California public or eligible private institution.

HONORS/ADVANCED PLACEMENT PROGRAM

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

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

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

Special Programs (continued)

ALTERNATIVE EDUCATION PROGRAMS

Independent Learning Academy

In addition to a continuation school, Wheatland Union School District opened the Independent Learning Academy to provide an educational alternative to students who are not credit deficient but for numerous reasons cannot fully attend Wheatland Union High School. Some students must work to help support their families or are involved in some demanding extra-curricular activity and will miss too much time at school to continue earning credits at WUHS. Students interested in transferring to the ILA must initiate the move by meeting with

their high school counselor. The alternative education counselor will meet with each family after the high school counselor makes a referral to an alternative education program. Students in the ILA will be assigned a weekly appointment with their teacher who will provide educational support and direction. Students who choose to drop an ILA course after the first official day of school will be charged \$50. Students attending ILA will complete all WUHS requirements prior to graduation and will participate in the WUHS graduation ceremony.

SPECIAL EDUCATION

The program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP). Several special education programs are available at Wheatland Union

High School for individuals with exceptional learning needs. All students will have the opportunity to replace an elective with academic support provided by special education certified instructors.

STUDENTS WITH 504'S

Section 504 plans are available for students experiencing a health condition or disability, and who need classroom accommodations to find success are offered the opportunity for an eligibility review. Eligible students are granted an individualized plan including accommodations to ensure that a stu-

dents condition or disability does not hinder their ability to demonstrate their academic and behavioral capabilities. For more information, please contact Lauren Link, Director of Student Services, at 530-633-3100 x178 or llink@wheatlandhigh.org.

FOSTER AND HOMELESS STUDENTS

Additional support services are provided to students who are in foster care or whose housing is in transition. Students who are in foster care or who are identified as homeless, including those who are doubled up due to financial hardship, may face additional academic and social-emotional challenges due to school instability, stress, or access to resources. Our Foster and Homeless Youth Liaison

provides individualized support to each student, connects with their families and resource families, and collaborates with outside agencies (child welfare, YCOE, behavioral health, etc.). Students are offered immediate enrollment, transportation, resources, and graduation support to improve educational outcomes and ensure student success.

COUNSELING

Social-emotional and mental health services are available to all students in the Wheatland Union High School District. These services, provided by a school counselor or licensed therapist, include whole-class lessons, targeted small group counseling, and individual counseling sessions. Parents, teachers, and other school staff may refer students

for counseling services at any time by contacting the student's designated counselor or a school administrator. Students may also self-refer for counseling services and support. Group and individual counseling services are confidential in nature and confidentiality may only be broken for issues of safety at the discretion of the counselor or therapist.

2022-2023 SAT & ACT

As of January 2022, the University of California and California State University systems will not consider SAT or ACT scores for admissions purposes. Students may, however, submit scores to be used for placement purposes. Private and out-of-state colleges may still require these exams for admission. Be sure to check with individual universities to find their current requirements. In addition, some scholarships may also still require SAT or ACT scores for application.

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

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

SAT / ACT TEST INFORMATION

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

SAT

The SAT is a three-hour-and-forty-five-minute test that measures the critical thinking, mathematical reasoning, and writing skills. A student's SAT score gives admission officers an idea about how well he or she might perform academically at college. Each SAT section is scored on a scale of 200-800.

SAT SUBJECT TESTS

Most of the SAT Subject Tests measure the student's knowledge or achievement in specific fields. Each test is one-hour long. Up to two tests may be taken on a single test date. Students should

2022-2023 SAT & ACT

consider taking the Subject tests in a particular subject at the end of the subject term or year in which they have completed the course. If a student is confident about knowledge of biology for example, then seriously consider taking the biology subject test after completing the course while it is still fresh in your mind. Students are encouraged to use the free College Board test preparation booklet, "Taking the SAT: Subject Tests" or download it from their website. This publication provides useful information and provides a description of the test format, as well as a statistical breakdown of the test content for each test.

ACT

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

REGISTERING FOR TESTS

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

STUDENTS WITH DISABILITIES

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

Applying for Financial Aid

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

Upwards of 50% of all student applicants apply for financial aid. Colleges themselves are the greatest sources of financial aid because they distribute money made available through the US Government. Aid from colleges is usually awarded as a package consisting of:

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

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

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

In addition to the FAFSA, some colleges also require the CSS College Profile when applying for financial aid. The Profile is offered through the College Scholarship Service, which is the finan-

cial aid division of the College Board. One can apply on line at www.collegeboard.com. The family must complete the CSS College Profile for many private or independent colleges. The FAFSA is free but the Profile costs money. If a college requires it, however, you must complete this form. The CSS College Profile collects even more information about the finances of the student and parents.

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

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

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

ADDITIONAL RESOURCES

[FAFSA - Federal Student Aid](#)

www.csac.ca.gov

www.fastweb.com

www.salliemae.com

www.scholarsite.com

www.absolutelyscholarships.com

www.mapping-your-future.org

www.icanaffordcollege.com

College Credit While at WUHS

Students at WUHS who maintain a GPA of 2.0 or higher are eligible to enroll in local community college and participate in our Early College Access program. WUHS is dedicated to finding as many ways as we can for students to earn college credit. Students who are interested in working towards an Associates Degree while in high school should consider joining our [Pirates at SEA](#) Program (see more information under "[Special Programs](#)"). There are 4 ways that students can earn college credit while in high school:

<p>AP (Advanced Placement)</p> <ul style="list-style-type: none"> • Traditional way for student to earn college credit through a final exam. • High School Class at a high level of rigor • Prepares students for college level rigor • Provides a GPA Boost/Bump • Colleges look at final exam scores (4 or 5, maybe 3). About 58% of public colleges give credit for a score of 3; meanwhile, only 33% of private colleges accept this score. • Exam costs up to \$95 each, reduced rates are sometimes available for qualifying students. • A student could pass the class with an A or B and receive a "grade bump" on their transcript, but still need to re-take the course at a college based on a lower AP final exam score. <p>AP Courses at WUHS include:</p> <ul style="list-style-type: none"> • AP Calculus AB (10th-12th grades) • AP Calculus BC (10th-12th grades) • AP Chemistry (11th, 12th grades) • AP Literature & Composition (12th grades) • AP Language & Composition (11th, 12th grades) • AP Psychology (10th, 11th, 12th grades) • AP US Government & Politics (12th grade) • AP Spanish (10th-12th grades) • AP US History (11th grade) 	<p>DE (Dual Enrollment) with a Community College</p> <ul style="list-style-type: none"> • High School teacher with Degree that qualifies them to teach at a Community College • Same learning outcomes & labs as a CC Course • Student is enrolled as a WUHS and YCC student • At the end of class student will show course on WUHS and YCC Transcripts • Student can get the GPA bump for courses that are DE and held at WUHS as if it was an "AP" course • Students sign agreement at beginning of year • Students wishing to drop a DE class must drop BEFORE the YCC drop date, otherwise a failing grade may be issued. • Failing or a low grade a DE course could effect a student's ability to receive financial aid after high school • Often also called "Concurrent Enrollment" because the student is actively enrolled at a Community College at the same time as at the High School <p>DE Courses at WUHS include:</p> <ul style="list-style-type: none"> • Auto 21/51.2 (Intro to Auto, 10th*, 11th, 12th grades) • AJ 10.15, 19/FIRSCI 1 (Public Safety, 11th, 12th grades) • Biology 10L (General Biology, 11th, 12th grades) • English 1A (11th, 12th grades) • English 1C (12th grade) • History 4B (World History 10th, 11th, 12th grades) • History 17B (US History, 11th, 12th grades) • GNBUS 30 (Business Computer Applications 9th-12th grades) • GNBUS 10 (Business Management, 10th-12th grades) • GNBUS 7 PENDING (Entrepreneurship, 11th, 12th grades) • POLSCI 1 (Intro to American Government, 12th grade)
<p>Concurrent Enrollment in a Community College</p> <ul style="list-style-type: none"> • Student is enrolled in Community College courses directly with the college while also enrolled at WUHS • Most commonly an on-line or evening course outside of high school hours • Student must submit their college transcripts to WUHS to receive High School credit for coursework • Often also called "Dual Enrollment" by colleges • Pirates at SEA students CAN use these courses to replace their high school CORE classes. • Students who are NOT enrolled in a Pirates at SEA cohort group can use these courses as high school ELECTIVES, but can NOT use these to REPLACE any CORE Graduation Requirements. • All students who maintain a 2.0 GPA or higher are eligible to enroll in Online/Asynchronous or Face-to-Face courses taking place outside of regular school hours during the Fall, Spring or Summer terms. 	<p>Articulation with a Community College</p> <ul style="list-style-type: none"> • Course is approved by Yuba College as comparable to a course there. • At end of year students may apply for credit through articulation if they have maintained an 80% or better throughout the course AND have passed a final exam or project with 80% or better. • Any credentialed teacher can teach the course • No GPA grade bump <p>Articulated Courses at WUHS include:</p> <ul style="list-style-type: none"> • Pirate Focus/COUNS 25 (9th-12th grade) • Growth & Development/ECE 3 (9th-12th grade) • Animal Science/AG 45 (11th, 12th grade) • Plant & Soil Science/PLSCI 20 (11th, 12th grade) • Culinary I/CUL 51A (9th-12th grades) • Culinary II/CUL 51B (10-12th grades) • Adv. Welding/AET 22 Butte College (11th, 12th grades) • Medical Terminology/NURS 51 PENDING (10th-12th grades) • Honors Engineering/CSU, Sac (10th-12th grades)

Students who are highly intrinsically motivated are capable of earning an Associates Degree or Associates Degree for transfer by the time they graduate from high school.

College credit earned can be transferred to most colleges that students may elect to attend after high school.

9th Grade Course Selection List

Student Name: _____

Student ID#: _____

English

(0009) English I

Science

(0100) Biology

(0105) Ag Biology

Math

All incoming 9th graders will be placed in math classes based on 8th grade teacher recommendation.

Physical Education

(0263) P.E 9th

(0266) Athletic Physical Fitness

Required Social Science

(2019) Pirate Focus Articulated

To be a part of a Career Technical Student Organization, you must be enrolled in an approved CTE Course. Please indicate if you plan to participate in any of the following CTSO's:

FFA - National FFA Organization (All Agriculture Classes)

FBLA - Future Business Leaders of America (All Business Management Pathway Classes)

FCCLA - Family, Career & Community Leaders of America (All Education Pathway and Culinary Classes)

HOSA - Future Health Care Professional of America (All Patient Care Pathway Classes)

*Indicates requires teacher/counselor approval and/or application
 AP = Advanced Placement
 DE = Dual Enrollment with Yuba Community College
 Articulated = Grade of 80% or better eligible for College Credit
 CTE = Indicates part of a CTE Pathway

Electives

Visual Arts

(1094) 3D Animation/Game Design I CTE (0091) Art & History Of Floral

(2194) 3D Animation/Game Design II CTE Design CTE

(0336) Digital Photography (0250) Art I

(0257) Ceramics

Performing Arts

(0244) Drama

(3042) Guitar II

(0252) Chorus

(0239) Symphonic Band

(0256) Drum Line

(0238) Jazz Ensemble

(3041) Guitar I

(0716) Music Appreciation

Foreign Language

(0200) Spanish I

(0201) Spanish II

CTE - Career Technical Education

(3005) Agricultural Leadership & Communication *

(1217) Agricultural Construction - Basic

(1214) Agricultural Farm Equipment/Metal Fabrication

(1599) Culinary I CTE/Articulated

(3000) DE Business Computer Applications

(3021) Growth & Development of Children Articulated

(3153) Medical Terminology DE Pending *

Miscellaneous Courses

(2021) College Bound *

(0360) Leadership/Renaissance *

(1139) Student Culture Advisory Council *

* Teacher/Counselor Approval:

Course: _____ Signature: _____

Course: _____ Signature: _____

Course: _____ Signature: _____

Alternative Elective Choices (pick at least 2):

10th Grade Course Selection List

Student Name: _____

Student ID#: _____

English

- (0017) English II
- (0729) Honors English II

Science (Must Complete Bio & Chem)

- (3007) AP Computer Science
- (0106) NGSS Chemistry
- (0100) Biology
- (0107) Chemistry & AgriScience CTE
- (0105) Ag Biology CTE

Math

- (0132) Integrated Math IA
- (0156) Integrated Math II
- (0154) Integrated Math IB
- (3052) Integrated Math II w/ Computing
- (0137) Integrated Math I
- (0161) Integrated Math III
- (3050) Integrated Math I w/ Computing
- (0150) Trig/Precalculus

Physical Education

- (0265) Physical Education
- (0270) Physical Fitness
- (0266) Athletic Physical Fitness

Required Social Science

- (0058) World History
- (2058) DE World History Hist 4B

To be a part of a Career Technical Student Organization, you must be enrolled in an approved CTE Course. Please indicate if you plan to participate in any of the following CTSO's:

- FFA - National FFA Organization (All Agriculture Classes)
- FBLA - Future Business Leaders of America (All Business Management Pathway Classes)
- FCCLA - Family, Career & Community Leaders of America (All Education Pathway and Culinary Classes)
- HOSA - Future Health Care Professional of America (All Patient Care Pathway Classes)

*Indicates requires teacher/counselor approval and/or application
 AP = Advanced Placement
 DE = Dual Enrollment with Yuba Community College
 Articulated = Grade of 80% or better eligible for College Credit
 CTE = Indicates part of a CTE Pathway

Alternative Elective Choices (pick at least 2):

Electives

Visual Arts

- (0245) 21st Century Yearbook Design CTE
- (0084) Advanced Floral Design CTE
- Design Publication *
- (0250) Art I
- (1094) 3D Animation/Game Design I CTE
- (0253) Advanced Art
- (2194) 3D Animation/Game Design II CTE
- (0257) Ceramics
- (3001) Digital Design
- (0258) Advanced Ceramics
- (0336) Digital Photography
- (0091) Art & History Of Floral
- (1600) Culinary II CTE/Articulated
- (1218) Agricultural Construction Arts Design & Build

Performing Arts

- (0244) Drama
- (3042) Guitar II
- (0252) Chorus
- (0239) Symphonic Band
- (0256) Drum Line
- (0238) Jazz Ensemble
- (3041) Guitar I
- (0716) Music Appreciation

Foreign Language

- (0200) Spanish I
- (0207) Spanish III
- (0201) Spanish II

CTE - Career Technical Education

- (3005) Agricultural Leadership & Communication *
- (1217) Agricultural Construction - Basic
- (1218) Agricultural Construction Arts Design & Build
- (1214) Agricultural Farm Equipment/Metal Fabrication
- (500) Agricultural Advanced Ag. Mechanics & Design Articulated
- (1599) Culinary I CTE/Articulated
- (1600) Culinary II CTE/Articulated
- (3040) DE Introduction to Automobiles/Auto Technical Skills *
- (3000) DE Business Computer Applications
- (4020) DE Business Management
- (3021) Growth & Development of Children Articulated
- (5152) Principles & Practices of Teaching Articulation Pending
- (3153) Medical Terminology DE Pending
- (3154) Patient Care I DE Pending

Miscellaneous Courses

- (2021) College Bound *
- (0360) Leadership/Renaissance *
- (2020) Pirate Focus UC Articulated
- (1139) Student Culture Advisory Council *

Teacher/Counselor Approval:

Course: _____ Signature: _____

Course: _____ Signature: _____

Course: _____ Signature: _____

11th Grade Course Selection List

Student Name: _____

Student ID#: _____

English

- (0021) English III
- (0077) DE English 1A
- (1043) AP Language & Composition

Science (Must Complete Bio & Chem)

- (3007) AP Computer Science
- (0108) Adv. NGSS Chemistry Honors
- (0113) Ag Animal Science CTE
- (3012) AP Chemistry
- (0114) Ag Plant & Soil Science CTE
- (0124) Forensics
- (7012) DE Biology 10L
- (0111) NGSS Physics
- (0106) NGSS Chemistry
- (0112) Adv. NGSS Physics Honors
- (0107) Chemistry & AgriScience CTE
- (0122) Human Anatomy & Physiology

Math

- (0156) Integrated Math II
- (0152) AP Calculus AB
- (3052) Integrated Math II w/ Computing
- (0153) AP Calculus BC
- (0161) Integrated Math III
- (0151) DE STAT 1
- (0150) Trig/Precalculus

Physical Education

- (0265) Physical Education
- (0270) Physical Fitness
- (0266) Athletic Physical Fitness

Required Social Science

- (0722) U.S. History
- (0071) AP U.S. History
- (0809) DE U.S. History 17B

To be a part of a Career Technical Student Organization, you must be enrolled in an approved CTE Course. Please indicate if you plan to participate in any of the following CTSO's:

- FFA - National FFA Organization (All Agriculture Classes)
- FBLA - Future Business Leaders of America (All Business Management Pathway Classes)
- FCCLA - Family, Career & Community Leaders of America (All Education Pathway and Culinary Classes)
- HOSA - Future Health Care Professional of America (All Patient Care Pathway Classes)

*Indicates requires teacher/counselor approval and/or application
 AP = Advanced Placement
 DE = Dual Enrollment with Yuba Community College
 Articulated = Grade of 80% or better eligible for College Credit
 CTE = Indicates part of a CTE Pathway

Electives

Visual Arts

- (0245) 21st Century Yearbook Design Publication *
- (0084) Advanced Floral Design CTE
- (1094) 3D Animation/Game Design I CTE
- (0250) Art I
- (2194) 3D Animation/Game Design II CTE
- (0253) Advanced Art
- (3001) Digital Design
- (0257) Ceramics
- (0336) Digital Photography
- (0258) Advanced Ceramics
- (0091) Art & History Of Floral Design CTE
- (1600) Culinary II CTE/Articulated
- (1218) Agricultural Construction Arts Design & Build

Performing Arts

- (0244) Drama
- (3042) Guitar II
- (0252) Chorus
- (0239) Symphonic Band
- (0256) Drum Line
- (0238) Jazz Ensemble
- (3041) Guitar I
- (0716) Music Appreciation

Foreign Language

- (0200) Spanish I
- (0202) Spanish III
- (0201) Spanish II
- (0207) AP Spanish

CTE - Career Technical Education

- (3005) Agricultural Leadership & Communication*
- (1217) Agricultural Construction - Basic
- (1218) Agricultural Construction Arts Design & Build
- (1214) Agricultural Farm Equipment/Metal Fabrication
- (500) Agricultural Advanced Ag. Mechanics & Design Articulated
- (1599) Culinary I CTE/Articulated
- (1600) Culinary II CTE/Articulated
- (3040) DE Introduction to Automobiles/Auto Technical Skills
- (3000) DE Business Computer Applications
- (4020) DE Business Management
- (3014) DE Entrepreneurship
- (3021) Growth & Development of Children Articulated
- (5152) Principles & Practices of Teaching Articulation Pending
- (3153) Medical Terminology DE Pending
- (3154) Patient Care I DE Pending
- (3155) Patient Care II DE Pending
- (0866) DE Introduction to Public Safety - Admin Justice & Fire Science
- (0864) Virtual Academy - Sports Medicine I

Miscellaneous Courses

- (2021) College Bound *
- (0360) Leadership/Renaissance *
- (0039) Student Tutor *
- (3011) AP Psychology
- (2020) Pirate Focus UC Articulated
- (1139) Student Culture Advisory Council *
- (0319) Teachers Aide / Office Aide / Library Aide *

Teacher/Counselor Approval:

Course: _____ Signature: _____

Course: _____ Signature: _____

Course: _____ Signature: _____

Alternative Elective Choices (pick at least 2):

12th Grade Course Selection List

Student Name: _____

Student ID#: _____

English

- (0027) English IV
- (1041) AP Literature & Composition (0077) DE English 1A
- (1043) AP Language & Composition (0078) DE English 1C

Science (Must Complete Bio & Chem)

- (3007) AP Computer Science (0124) Forensics
- (0113) Ag Animal Science CTE (0111) NGSS Physics
- (0114) Ag Plant & Soil Science CTE (0112) Adv. NGSS Physics Honors
- (7012) DE Biology 10L (0122) Human Anatomy & Physiology
- (3012) AP Chemistry

Math

- (0156) Integrated Math II (0152) AP Calculus AB
- (3052) Integrated Math II w/ Computing (0153) AP Calculus BC
- (0161) Integrated Math III (0151) DE STAT 1
- (0150) Trig/Precalculus

Physical Education

- (0265) Physical Education (0270) Physical Fitness
- (0266) Athletic Physical Fitness

Required Social Science (Econ +1)

- (0063) Economics (0069) AP US Government & Politics
- (0062) Civics (1164) DE POLSCI 1 Intro to Amer. Govt.

To be a part of a Career Technical Student Organization, you must be enrolled in an approved CTE Course. Please indicate if you plan to participate in any of the following CTSSO's:

- FFA - National FFA Organization (All Agriculture Classes)
- FBLA - Future Business Leaders of America (All Business Management Pathway Classes)
- FCCLA - Family, Career & Community Leaders of America (All Education Pathway and Culinary Classes)
- HOSA - Future Health Care Professional of America (All Patient Care Pathway Classes)

*Indicates requires teacher/counselor approval and/or application

AP = Advanced Placement
 DE = Dual Enrollment with Yuba Community College
 Articulated = Grade of 80% or better eligible for College Credit
 CTE = Indicates part of a CTE Pathway

Electives

Visual Arts

- (0245) 21st Century Yearbook Design Publication *
- (1094) 3D Animation/Game Design I CTE
- (2194) 3D Animation/Game Design II CTE
- (3001) Digital Design
- (0336) Digital Photography
- (0091) Art & History Of Floral Design CTE
- (0084) Advanced Floral Design CTE
- (0250) Art I
- (0253) Advanced Art
- (0257) Ceramics
- (0258) Advanced Ceramics
- (1600) Culinary II CTE/Articulated
- (1218) Agricultural Construction Arts Design & Build

Performing Arts

- (0244) Drama
- (0252) Chorus
- (0256) Drum Line
- (3041) Guitar I
- (3042) Guitar II
- (0239) Symphonic Band
- (0238) Jazz Ensemble
- (0716) Music Appreciation

Foreign Language

- (0200) Spanish I
- (0201) Spanish II
- (0202) Spanish III
- (0207) AP Spanish

CTE - Career Technical Education

- (3005) Agricultural Leadership & Communication*
- (1217) Agricultural Construction - Basic
- (1218) Agricultural Construction Arts Design & Build
- (1214) Agricultural Farm Equipment/Metal Fabrication
- (500) Agricultural Advanced Ag. Mechanics & Design Articulated
- (3040) DE Introduction to Automobiles/Auto Technical Skills
- (1599) Culinary I CTE/Articulated
- (1600) Culinary II CTE/Articulate
- (3000) DE Business Computer Applications
- (4020) DE Business Management
- (3014) DE Entrepreneurship
- (3021) Growth & Development of Children Articulated
- (5152) Principles & Practices of Teaching Articulation Pending
- (3153) Medical Terminology DE Pending
- (3154) Patient Care I DE Pending
- (3155) Patient Care II DE Pending
- (0866) DE Introduction to Public Safety - Admin Justice & Fire Science
- (0864) Virtual Academy - Sports Medicine I
- (0865) Virtual Academy - Sports Medicine II

Miscellaneous Courses

- (2021) College Bound *
- (0173) Google Professional Certificates
- (0360) Leadership/Renaissance *
- (0039) Student Tutor *
- (3011) AP Psychology
- (0071) AP U.S. History
- (0809) DE U.S. History 17B
- (2020) Pirate Focus UC Articulated
- (1139) Student Culture Advisory Council *
- (0319) Teachers Aide / Office Aide / Library Aide *

Alternative Elective Choices (pick at least 2):

Teacher/Counselor Approval:

Course: _____ Signature: _____

Course: _____ Signature: _____

Course: _____ Signature: _____

Course Offerings: English

College Prep English I - P

Grade Level: 9 - 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: None

Grading Scale: 4.0

Description:

This is the standard entry-level course for high school graduation and college entrance. Instruction includes grammar and vocabulary, as well as research, writing, and literature study. Curriculum follows California Common Core State Standards.

College Prep English II - P

Grade Level: 10 - 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: None

Grading Scale: 4.0

Description:

This course fulfills high school graduation and college entrance requirements. Instruction includes grammar, vocabulary, speaking, writing, research, and literature analysis. Curriculum follows California State Standards.

Honors English II - P

Grade Level: 10 - 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: Enrollment will be based on grades in previous English course, teacher recommendation, and application.

Grading Scale: 5.0

Description:

In comparison with English II-P, this course will be faster-paced and will delve more deeply into written and spoken language. A strong emphasis will be placed on higher-level thinking skills, literary and rhetorical analysis, and composition writing. Students considering this course should be proficient readers and have a strong base of knowledge in grammar and mechanics. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students' GPA. Curriculum follows California Common Core State Standards

College Prep English III - P

Grade Level: 11 - 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: None

Grading Scale: 5.0

Description:

This course fulfills high school graduation and college entrance requirements. Instruction increasingly emphasizes mature writing skills, literature analysis, and critical thinking skills. Grammar and vocabulary studies are maintained. Curriculum follows California State Standards.

AP English Language and Composition - P

Grade Level: 11 - 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: Student must have passed prior English classes with a "C" or better.

Grading Scale: 5.0

Description: AP English Language and Composition engages students in advanced awareness of rhetorical strategies both as readers and writers. Careful reading and critical analysis of both written and spoken language increase students' ability to appreciate the interplay of a writer's purpose and craft. Students considering this course should be accomplished readers with strong understanding of grammar and mechanics. Students will be required to complete a summer assignment prior to admission and should expect an increased workload in comparison to English III-P. All students are encouraged and expected to take the AP Language Exam offered in May. Because the college system recognizes the increased degree of difficulty, this course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of students' GPA. Curriculum has been approved by CollegeBoard

College Prep English IV - P

Grade Level: 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: None

Grading Scale: 4.0

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

AP English Literature and Composition - P

Grade Level: 12

UC/CSU: English ("B") requirement

Credits: 10.0

Graduation Requirement: English

Pre-requisites: Student must have passed prior English classes with a "C" or better.

Grading Scale: 5.0

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

Wheatland Union High School District
English (continued)

21st Century Yearbook Design Publication

Grade Level: 10-12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: Interview by Editorial Committee

Grading Scale: 4.0

Description:

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

DE Engl 1A - College Composition & Reading

Grades: 11, 12

Prerequisites:

Graduation Requirement: Will meet the 4th Year of English Requirement

Units: 10.0 for Graduation; 4 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills. Students will write a minimum of 6000 words.

DE Engl 1C - Critical Thinking/Advanced Composition

Grades: 12

Prerequisites: Must complete Engl 1A with a "C" or better.

Graduation Requirement: Will meet the 4th Year of English Requirement

Units: 10.0 for Graduation; 4 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Principles of critical thinking, reading, and writing beyond freshman composition; focuses on the principles of, and the development of, logical and analytical reasoning, argumentative writing, and on the principles of rhetoric (invention, arrangement, style, memory, delivery, modes of discourse, audience).



Social Science

World History - P

Grade Level: 10 - 12

UC/CSU: History/Social Science ("A") requirement

Credits: 10.0

Graduation Requirement: Social Science

Pre-requisites: None

Grading Scale: 4.0

Description: This is a survey of the various cultures of the world, emphasizing 1789 to the present. The course covers the development of mankind and his political, economic, social, and cultural institutions.

DE World History HIST 4B - P

Grade Level: 10 - 12

UC/CSU: History/Social Science ("A") requirement

Credits: 10.0

Graduation Requirement: Social Science

Pre-requisites: None

Dual Enrollment/Articulation: Dual Enrollment with Yuba College (HIST 4B)

Grading Scale: 5.0

Description: This full-year course explores the expansive history of the modern world. Students will learn many facts, but also the critical thinking skills necessary to analyze historical evidence as presented in primary sources. We will utilize the PIES themes as a framework in the chronological study of the world's history; these themes are: Politics and power, Interaction between humans and the environment; Economic systems, and Social structures.

U.S. History - P

Grade Level: 11 - 12

UC/CSU: History/Social Science ("A") requirement

Credits: 10.0

Graduation Requirement: Social Science

Pre-requisites: None

Grading Scale: 4.0

Description: Junior social studies will cover social, political, geographical, and economic concepts and events in U.S. history with an emphasis on the 20th Century.

DE U.S. History HIST 17B

Grade Level: 11 - 12

UC/CSU: History/Social Science ("A") requirement

Credits: 10.0

Graduation Requirement: Social Science

Pre-requisites: None

Dual Enrollment/Articulation: Dual Enrollment with Yuba College (HIST 17A)

Grading Scale: 5.0

Description: Survey of US history tracing the political, social, economic, and cultural development of American ideals and actions from the Pre-Revolutionary Period through the Civil War and Reconstruction Eras. Because the college system recognizes the increased degree of difficulty, the course is calculated on a 5-point scale rather than the usual 4-point scale for calculation of student GPA.

AP U.S. History - P

Grade Level: 11 - 12

UC/CSU: History/Social Science ("A") requirement

Credits: 10.0

Graduation Requirement: Social Science

Pre-requisites: Student must have passed 10th grade World History and English courses with a "C" or better.

Grading Scale: 5.0

Description: The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Economics - P

Grade Level: 12

Credits: 5.0

Graduation Requirement: Social Science

Pre-requisites: None

Grading Scale: 4.0

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

Civics - P

Grade Level: 12

UC/CSU: History/Social Science ("A") requirement

Credits: 5.0

Graduation Requirement: Social Science

Pre-requisites: None

Grading Scale: 4.0

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

AP United States Government and Politics - P

Grade Level: 12

UC/CSU: History/Social Science ("A") requirement

Credits: 5.0

Graduation Requirement: Social Science

Pre-requisites: Student must have passed 11th grade U.S. History and English courses with a "C" or better.

Social Science

Grading Scale: 5.0

Description:

The Advanced Placement Program in Civics is designed to provide students with the analytical skills, writing skills, and factual knowledge necessary to deal critically with the problems and materials associated with Civics. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory course at a four-year university. The extra work provides the AP Civics student an additional grade point and the opportunity to earn college credit.

PolSci 1 - Intro to American Government

Grades: 12

Prerequisites:

Graduation Requirement: Will meet the Civics/American Government

Units: 5.0 for Graduation; 3 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Covers the foundations, politics, and institutions of American government. Explores the foundations of

American democracy, including political culture, the Constitution, civil liberties, and civil rights. Analyzes the influence and impact of media, political parties, elections, and interest groups. Examines political institutions such as the Congress, the Presidency, the courts, and the federal bureaucracy. State and local governments are included.

AP Psychology - P

Grade Level: 11 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: None

Grading Scale: 5.0

Description:

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

Get Focused Stay Focused

Pirate Focus

Grade Level: 9

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: GFSF

Pre-requisites: None.

Dual Enrollment/Articulation: Articulation with Yuba College (COUNS 25)

Grading Scale: 4.0

Description: A comprehensive career and life planning course. Students complete the course with a 10 Year Plan for success, a Skills-Based Education Plan, the beginning of a Professional Portfolio and a sense of relevance for their high school courses. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, values, personality, and life and personal circumstances.

Pirate Focus UC "Upper Classmen"

Grade Level: 10, 11, 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: GFSF

Pre-requisites: None.

Dual Enrollment/Articulation: Articulation with Yuba College (COUNS 25)

Grading Scale: 4.0

Description: A comprehensive career and life planning course. Students complete the course with a 10 Year Plan for success, a Skills-Based Education Plan, the beginning of a Professional Portfolio and a sense of relevance for their high school courses. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, values, personality, and life and personal circumstances.

Get Focused Stay Focused is a Freshman Transition Initiative program that has students create a 10-Year Plan for success. The "Pirate Focus" Course is the "Get Focused" portion of the program. In the student's Sophomore, Junior and Senior years they will complete a series of Follow-Up Module lessons that help them to "Stay Focused". Students are encouraged to revisit, review and revise their plan frequently. Their career goals are discussed in most meetings with the School Counselors, CTE/C and WeWork Center Staff, and with many of their teachers in an Academic Coaching role. Students are encouraged to explore a variety of careers as well as a variety of Post-Secondary Training options including Internships, Apprenticeships, Job Shadowing, College, and more.

This course is approved for Articulated credit with Yuba College's Couns-25 "Career Planning & Development" course for students who maintain a B with 80% or better throughout the course.

If you would like more information about this program, please contact us at careers@wheatlandhigh.org.

Mathematics

Integrated Math I - P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: None

Grading Scale: 4.0

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

Integrated Math IA - P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: None

Grading Scale: 4.0

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

Integrated Math IB - P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Successfully completed Integrated Math 1A with a "C" or better.

Grading Scale: 4.0

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

Integrated Math I with Computing P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: None

Grading Scale: 4.0

Description: The course guides students through topics in Integrated Mathematics 1 while simultaneously teaching students programming and computational thinking. Students use programming to reinforce and extend their

knowledge of mathematical concepts by analyzing real life situations, identifying given information, formulating steps that a computer program could calculate to find a solution, analyzing the results for accuracy, and revising/modifying the programming solutions as necessary. Topics covered include solving one-variable equations with multiple steps, solving and plotting absolute value equations and inequalities, linear equations, systems of linear equations and inequalities, exponential functions, statistical data analysis and visualization, arithmetic and geometric sequences, and geometric transformations, including translations, rotations, and reflections, and geometric construction. Group computing projects allow students to collaborate on critical thinking activities based on mathematics topics while developing their teamwork and communication skills.* Approved with C math credit.

Integrated Math II - P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Pass each semester of Integrated Math I with computing with a grade of "D" or higher.

Grading Scale: 4.0

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

Integrated Math II with Computing- P

Grade Level: 9-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Pass each semester of Integrated Math I with a grade of "C" or higher.

Grading Scale: 4.0

Description: The course guides students through topics in Integrated Mathematics 2 while simultaneously teaching students programming and computational thinking. Robotics technology will be used to introduce and expand upon the areas of study listed below. Robotics activities allow students to reenact physically derived mathematical problems to visualize situations, associate linear and exponential graphs with physical phenomenon, predict and identify key features of the graphs with robotic systems, and solve robotics problems through mathematical modeling and programming. Topics covered include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional geometry is integrated into this curriculum. Finally, introductory instruction in the area of mathematical probability is provided to reinforce numerical modeling. * Approved with C math credit.

Mathematics

Integrated Math III - P

Grade Level: 10-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Pass each semester of Integrated Math II with a grade of "D" or higher.

Grading Scale: 4.0

Description: Integrated Math III is the third course in the three-course sequence of Integrated Math I, II and III. In Integrated Math III students pull together the concepts they learned in Integrated Math I and II. Integrated III will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

AP Calculus AB - P

Grade Level: 10-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Student must successfully pass Pre-Calculus with a grade of "B" or better (or a "C" with Pre-Calculus teacher recommendation) and teacher recommendation. Student also needs to complete the summer homework packet which is due the first day of class.

Grading Scale: 5.0

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

AP Calculus BC - P

Grade Level: 10-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Student must successfully pass Pre-Calculus with a grade of "B" or better (or a "C" with Pre-Calculus teacher recommendation) and teacher recommendation. Student also needs to complete the summer homework packet which is due the first day of class.

Grading Scale: 5.0

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

Trig/Pre-Calculus - P

Grade Level: 11-12

UC/CSU: Mathematics ("C") requirement

Credits: 10.0

Graduation Requirement: Math

Pre-requisites: Student must successfully pass Integrated Math II with a grade of "B" or better or recommendation from Integrated II teacher.

Grading Scale: 4.0

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

DE Stat 1 - Introduction to Statistical Methods

Grades: 11, 12

Prerequisites:

Graduation Requirement: Will meet the 3rd Year Math Requirement

10 Units: 5.0 for Graduation; 4 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

NOTE: This course is being negotiated with Yuba College for what is called a "Point-to-Point" course. We would host a classroom of students who are supervised by an Academic Technician. The Academic Technician would work as a tutor and academic coach for the students, and manage the technology and Zoom a live instructor from Yuba College into the class 5 days a week.

Science

Biology - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: None

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

Grade Level: 9 - 12

Credits: 10.0

Grading Scale: 4.0

Agricultural Biology - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: None

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

Grade Level: 9 - 12

Credits: 10.0

Grading Scale: 4.0

NGSS Chemistry - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology or Ag Biology.

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

Grade Level: 10 - 11

Credits: 10.0

Grading Scale: 4.0

Advanced NGSS Chemistry Honors - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology or Agricultural Biology.

Description: Advanced Chemistry NGSS is a fast-paced, rigorous lab science course that challenges students to apply chemistry knowledge to predict chemical phenomena, design experiments, and provide solutions to complex problems, while incorporating more sophisticated calculations

Grade Level: 10 - 11

Credits: 10.0

Grading Scale: 5.0

that require higher levels of math proficiency and problem-solving reasoning skills. Students in Advanced Chemistry NGSS Honors will develop critical thinking skills, essential laboratory skills, an understanding of how models are used in science, and specific scientific knowledge. This class is arranged around four major areas: Structure and Properties of Matter, Chemical Reactions, Conservation of Energy and Energy Transfer, and Chemistry of Climate Change.

Chemistry and AgriScience - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology or Agricultural Biology.

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

Grade Level: 10- 12

Credits: 10.0

Grading Scale: 4.0

DE Biology 10L

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Student must have successfully completed Biology and Chemistry with a grade of "C" or better

Dual Enrollment/Articulation: Dual Enrollment with Yuba College (BIO 10L)

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

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 5.0

AP Chemistry - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Chemistry, Advanced NGSS Chemistry Honors, or Agricultural Chemistry

Description: AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 5.0

Science

AP Computer Science - P

UC/CSU: Science ("D") requirement

Graduation Requirement: 3rd Year Science

Pre-requisites: Student must successfully pass Integrated Math I with a grade of "B" or better or recommendation from the Math Department Chair.

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

Grade Level: 10-12

Credits: 10.0

Grading Scale: 5.0

NGSS Physics - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology and Chemistry, successful completion of Integrated Math I and II highly recommended.

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

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 5.0

Advanced NGSS Physics Honors - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology and Chemistry with a grade of "B" or better, completion of Integrated Math II with a grade of "B" or better. Successful completion of Integrated Math III highly recommended

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

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 5.0

Agricultural Animal Science

UC/CSU: Science ("D") requirement

Graduation Requirement: 3rd year Science or CTE

Articulation/Dual Enrollment: Articulated with YCC AG 45

Pre-requisites: Student must have passed Agricultural Biology or Biology and Integrated Math I with a "C" or better.

Description: This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 4.0

mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare students for entry level employment after high school, as well as those students who plan on majoring in Agricultural Sciences at a post-secondary institution.

Agricultural Plant and Soil Science

UC/CSU: Science ("D") requirement

Graduation Requirement: 3rd year Science or CTE

Articulation/Dual Enrollment: Articulated with YCC AG 45

Pre-requisites: Student must have passed Agricultural Biology or Biology with a "C" or better.

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

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 4.0

Human Anatomy and Physiology - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Student must have passed Biology with a grade of "C" or better and successful completion of Chemistry.

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

Grade Level: 11 - 12

Credits: 10.0

Grading Scale: 4.0

Forensics - P

UC/CSU: Science ("D") requirement

Graduation Requirement: Science

Pre-requisites: Student must have successfully completed Biology and Chemistry.

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

Grade Level: 11 - 12

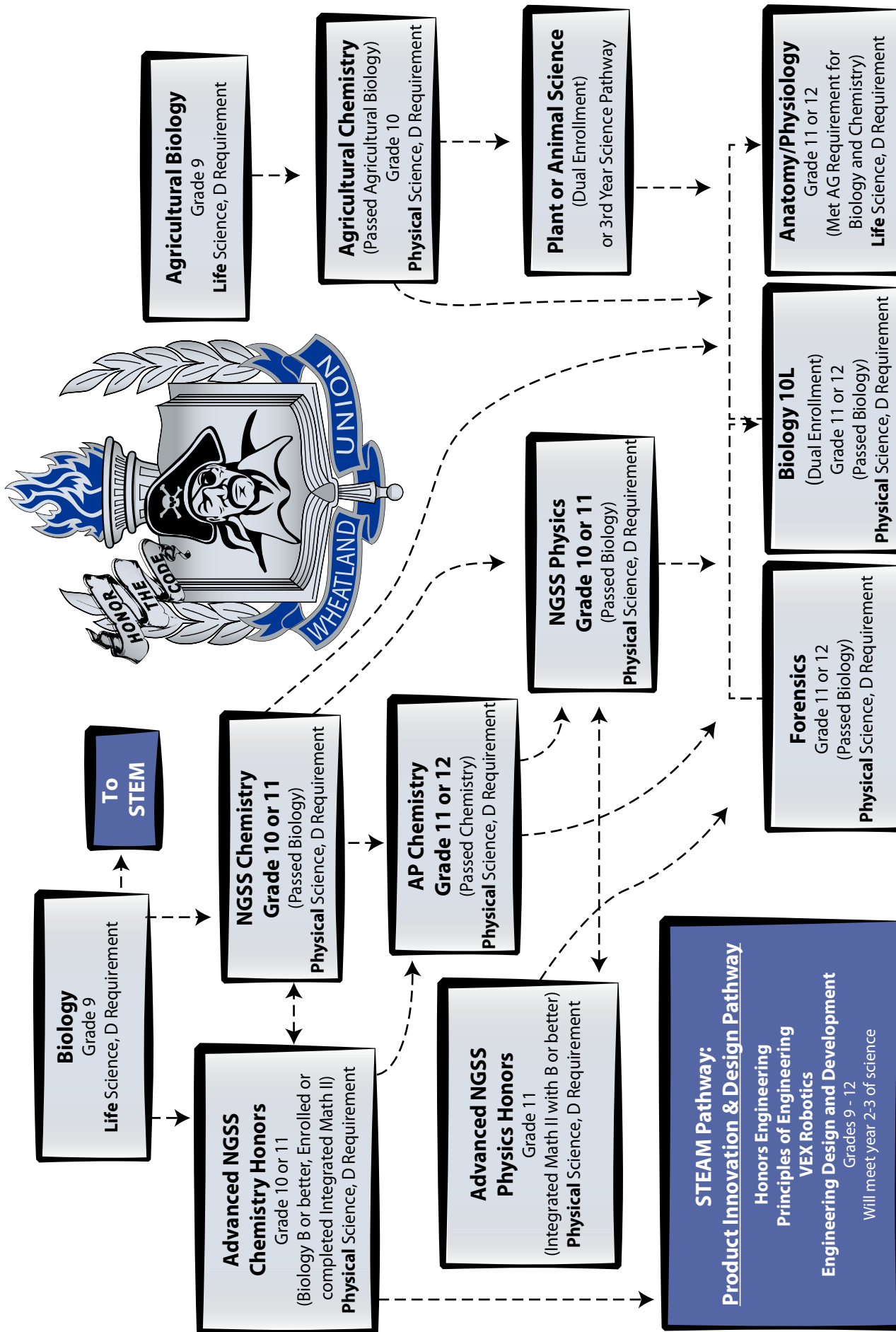
Credits: 10.0

Grading Scale: 4.0

Science Department Pathways

WUHS D Requires 3 years for Class of 2021 and beyond

UC/CSU Requires Two Years of a Lab Science (**Life** and **Physical**), Three Years Recommended



Physical Education

P.E. 9th

Grade Level: 9

Credits: 10.0

Graduation Requirement: P.E.

Pre-requisites: None

Grading Scale: 4.0

Description:

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

P.E. 10, 11, 12

Grade Level: 10-12

Credits: 10.0

Graduation Requirement: P.E.

Pre-requisites: None

Grading Scale: 4.0

Description:

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

Physical Fitness

Grade Level: 10-12

Credits: 10.0

Graduation Requirement: P.E.

Pre-requisites: None

Grading Scale: 4.0

Description:

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

Athletic Physical Fitness

Grade Level: 9-12

Credits: 10.0

Graduation Requirement: P.E.

Pre-requisites: Must be pre-season/in-season athlete.

Grading Scale: 4.0

Description:

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



Visual & Performing Arts

Digital Art

3D Animation/Game Design I

Grade Level: 9 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: None

Grading Scale: 4.0

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

3D Animation/Game Design II

Grade Level: 10 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Art

Pre-requisites: Successful completion of 3D Digital Art with a grade of "C" or better.

Grading Scale: 4.0

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

Digital Design

Grade Level: 10- 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: Fine Arts

Pre-requisites: Pirate Focus; Strong Typing/Technology Skills

Grading Scale: 4.0

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

Digital Photography

Grade Level: 9 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: None

Grading Scale: 4.0

Description: digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its setting to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. they will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Student learn image techniques and digital manipulation using photography editing software, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today.

Floral Design/Ornamental Horticulture

The Art and History of Floral Design - P

Grade Level: 9 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: None

Grading Scale: 4.0

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

Advanced Floral Design – P

Grade Level: 10 - 12

UC/CSU: English ("F or G") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: Student must have passed The Art and History of Floral Design with a "C" or better

Dual Enrollment/Articulation: Articulation with Yuba College

Grading Scale: 4.0

Description: This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and

Visual & Performing Arts

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

Visual Art

Art I - P

Grade Level: 9 - 12
UC/CSU: VAPA ("F") requirement
Credits: 10.0
Graduation Requirement: Fine Art
Pre-requisites: None
Grading Scale: 4.0

Description: This is a basic course recommended for all students interested in art. Students will learn design principles by working with the elements of design, line, value, color, shape, texture and depth. They will explore the various techniques and media of drawing and painting. Each individual will be encouraged to develop creativity and the understanding of what art means to him/her.

Advanced Art - P

Grade Level: 10 - 12
UC/CSU: VAPA ("F") requirement
Credits: 10.0
Graduation Requirement: Fine Art
Pre-requisites: Successful completion of Art I-P with a grade of "C" or better.
Grading Scale: 4.0

Description: This course is designed to develop the student's individual skills in art. Students explore and develop a deeper understanding of the principles and elements of design, color and self-expression through a variety of mediums. Students will have the opportunity to show their drawings, paintings, printmaking and/or collages in the school's art gallery.

Ceramics

Ceramics - P

Grade Level: 9 - 12
UC/CSU: VAPA ("F") requirement
Credits: 10.0
Graduation Requirement: Fine Art
Pre-requisites: None
Grading Scale: 4.0

Description: Students are encouraged to explore creating with clay. Learn basic hand building techniques using pinching, slab, coil, and mold methods to make fun and functional items like boxes, vases, or cups. Or stretch your imagination and learn to make free form shapes and animals using a variety of tools, textures and glazes.

Advanced Ceramics - P

Grade Level: 10 - 12
UC/CSU: VAPA ("F") requirement
Credits: 10.0
Graduation Requirement: Fine Art
Pre-requisites: Successful completion of Ceramics-P with a grade of "C" or better.
Grading Scale: 4.0

Description: This course is designed for students with previous experience in clay who wish to fine-tune their hand building techniques. Also, wheel

throwing will cover wedging, center, pulling, trimming, use of tools and glazing, and surface techniques. Basic forms such as cups and small bowls will be taught. Students with previous throwing experience will be shown to throw larger, taller and more difficult forms.

Culinary

Culinary 1

Grade Level: 9 - 12
Credits: 10.0
Pre-requisites: 1 year of successful completion of Culinary 1 with a "C" or better
Dual Enrollment/Articulation: Articulation with Yuba College CUL 51A
Pre-requisites: None
Grading Scale: 4.0

UC/CSU: Elective ("G") requirement

Graduation Requirement: Elective/CTE

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

Culinary 2

Grade Level: 9 - 12
Credits: 10.0
Pre-requisites: 1 year of successful completion of Culinary 1 with a "C" or better
Dual Enrollment/Articulation: Articulation with Yuba College CUL 51B
Grading Scale: 4.0

UC/CSU: VAPA ("F") requirement

Graduation Requirement: CTE or Fine Art

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

Performing Arts - Drama

Drama Performance - P

Grade Level: 9 - 12
UC/CSU: VAPA ("F") requirement
Credits: 10.0
Graduation Requirement: Fine Art
Pre-requisites: None
Grading Scale: 4.0

Description: Students will learn various acting techniques including voice, movement, character studies, make-up and critique. Students will also learn about and create puppets and do research on theatre.

Continued on next page

Visual & Performing Arts

Performing Arts - Music

Choir - P

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement
 Credits: 10.0
 Graduation Requirement: Fine Art
 Pre-requisites: None
 Grading Scale: 4.0

Description: Chorus is a repeatable class open to all students. the course is designed for singers of all levels, beginners, intermediate and advanced. In this class, students will work together to sing choral repertoire including spiritual, classical, and popular songs. Outside performances are required for this course..

Drum Line

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement
 Credits: 10.0
 Graduation Requirement: Elective
 Pre-requisites: Audition and completion of one semester of Concern Band or equivalent class experience.
 Grading Scale: 4.0

Description: The Drum Line is designed for intermediate and advanced percussion students. In the fall semester, Drum Line plays traditional drum line instruments including marching snares and bass drums as well as quad drums. Drum Line accompanies marching band during all football games and outside events and is the heartbeat of our band. During the Spring semester, Drum Line transitions into percussion ensemble playing classical and popular music. Outside performances are required for this course.

Guitar I

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement- pending
 Credits: 10.0
 Graduation Requirement: Elective
 Pre-requisites: None
 Grading Scale: 4.0

Description: This course is designed for the beginner musician wanting to learn how to play the guitar. In this class students will learn how to read sheet music and chord charts while learning how to strum chords to popular music. There is now previous musical experience required. Outside performances are required for this course.

Guitar II

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement- pending
 Credits: 10.0
 Graduation Requirement: Elective
 Pre-requisites: None
 Grading Scale: 4.0

Description: This course is designed for students that have taken Guitar 1 OR have a basic understanding of how to play the guitar including how to read music, playing open chords, and playing melodies and riffs. Outside performances are required for this course.

Marching/Symphonic Band - P

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement
 Credits: 10.0
 Graduation Requirement: Fine Art
 Pre-requisites: None
 Grading Scale: 4.0

Descriptions: The Marching/Symphonic Band is designed for intermediate and advanced musicians that have experience playing traditional band instruments. freshmen are expected to have prior band experience in middle school. In the fall, students are active in learning pep band music, participating in after school marching rehearsals, and suiting up in uniform for home football games and parades, In the spring semester, students transition into concert season playing traditional and popular band repertoire. Outside performances are a requirement for this course,

Jazz Ensemble

Grade Level: 10 - 12
 Credits: 10.0
 Graduation Requirement: Elective
 Pre-requisites: Must commit to Marching/Symphonic Band/Marching Band
 Grading Scale: 4.0

Description: Instruments needed for this group are 4 trumpets, 4 trombones, and 5 saxophones, electric guitar, bass guitar, drum set, and piano. Students who participate in the Jazz Ensemble will learn jazz literature, jazz history, improvisation techniques and performance skills. They will be performing for school concerts, festivals, off-campus events and community gatherings. These performances are mandatory and constitute a major portion of the course grade.

Music Appreciation - P

Grade Level: 9 - 12
 UC/CSU: VAPA ("F") requirement
 Credits: 10.0
 Graduation Requirement: Fine Art
 Pre-requisites: Must commit to Marching/Symphonic Band/Marching Band
 Music Appreciation is an elective course available to all students; no prior musical experience is necessary. This course explores the use and effect of music in film, television, commercials, cartoons, video games, and advertisement. Students will become familiar with the instruments of the orchestra and other acoustic and electronic instruments that are used in the production of film music. Students will learn the score composition process and some of the film making process as it relates to music and sound effects. This course emphasizes aural recognition and analysis.

Foreign Language

Spanish I - P

Grade Level: 9 - 12

UC/CSU: LOTE ("E") requirement

Credits: 10.0

Graduation Requirement: Fine Art

Pre-requisites: None

Grading Scale: 4.0

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

Spanish II - P

Grade Level: 9 - 12

UC/CSU: LOTE ("E") requirement

Credits: 10.0

Graduation Requirement: Fine Art

Pre-requisites: Student must successfully pass Spanish I with a grade of "C" or better or passing the challenge exam with 80% proficiency. Native speakers may enter with teacher recommendation.

Grading Scale: 4.0

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

Spanish III - P

Grade Level: 10 - 124

UC/CSU: LOTE ("E") requirement

Credits: 10.0

Graduation Requirement: Fine Art

Pre-requisites: Student must successfully pass Spanish I and Spanish II with a grade of "C" or better or passing the challenge exam with 80% proficiency. Native speakers may enter with teacher recommendation.

Grading Scale: 4.0

Description: Advanced writing techniques; reading and listening comprehension; speaking and grammatical skills are enhanced through the textbook and teacher-developed units such as short story, music, poetry, and culture.

AP Spanish - P

Grade Level: 10 - 12

UC/CSU: LOTE ("E") requirement

Credits: 10.0

Graduation Requirement: Fine Art

Pre-requisites: Successful completion of Spanish III.

Grading Scale: 4.0

Description: The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners.



Career Technical Education “CTE” Pathways

It is important that our students graduate from Wheatland Union High School Career and College Ready. Many of our students will go onto college after high school. But ALL of our students will go into the workforce and develop careers at some point. Most of our college bound students will need to work while they are pursuing higher degrees. It is for these reasons that we are committed to providing quality Career Technical Education opportunities for all students.

The California Department of Education defines a CTE Pathway as a series of courses that:

- ❑ are more than 300 hours of study that includes at least 1 Concentrator and 1 Capstone
- ❑ offers industry recognized certifications
- ❑ contains a Capstone that includes Work-Based Learning opportunities.

At Wheatland Union High School we strive to develop Pathway opportunities with dynamic teachers who bring industry expertise to the classroom while building mentoring relationships with our students.

All CTE Pathways begin with our introduction course “Pirate Focus” in the freshman year. In this course students complete self-assessments to discover their skills, work-values, and interests to assist in identifying at least 3 careers of interest. In the process of this exploration and developing a Skills-Based Education Plan, students can identify a CTE Pathway that they can complete in high school to begin them on their journey to building the life that they want to live.

Pathways at Wheatland Union High School include:

- ✓ Agriculture - Animal Science
- ✓ Agriculture Mechanics - Construction
- ✓ Agriculture Mechanics - Metal Fabrication
- ✓ Agriculture: Ornamental Horticulture
- ✓ Agriculture: Plant & Soil Science
- ✓ Auto: Vehicle Systems Diagnostic & Repair
- ✓ Business Management
- ✓ Design & Visual Arts
- ✓ Education
- ✓ Food Service & Hospitality
- ✓ Patient Care
- ✓ Product Innovation & Design
- ✓ Public Service: Administration of Justice & Fire Science

If you would like more information about our Career Technical Education programs, please feel free contact us at careers@wheatlandhigh.org or 530-633-1300 x189.



CTE: AG - Animal Science

Agricultural Biology – P

Grade Level: 9 - 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: Science

Pre-requisites: None

Grading Scale: 4.0

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

Chemistry and AgriScience - P

Grade Level: 10- 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: Science

Pre-requisites: Successful completion of Biology or Agricultural Biology.

Grading Scale: 4.0

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

Agricultural Animal Science

Grade Level: 11 - 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: 3rd year Science or CTE

Pre-requisites: Student must have passed Agricultural Biology or Biology and Integrated Math I with a “C” or better.

Grading Scale: 4.0

Dual Enrollment/Articulation: Articulation with Yuba College (AG 45)

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

Agricultural Leadership and Communications

Grade Level: 9 - 12

UC/CSU: Elective (“G”) requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

FFA - The National FFA Organization

Students enrolled in any Agriculture Pathway are eligible to participate in FFA as members or officers. FFA is a Career Technical Student Organization that is recognized by industries across the nation as a way for student to gain employable skills and develop into great leaders. More information can be acquired from our Agriculture Teachers or from CTE/C Center, or by emailing careers@wheatlandhigh.org.

CTE: AG Mechanics - Construction

Agricultural Construction - Basic

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

Agricultural Construction Design and Build

Grade Level: 9 - 12

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

Agricultural Leadership and Communications

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

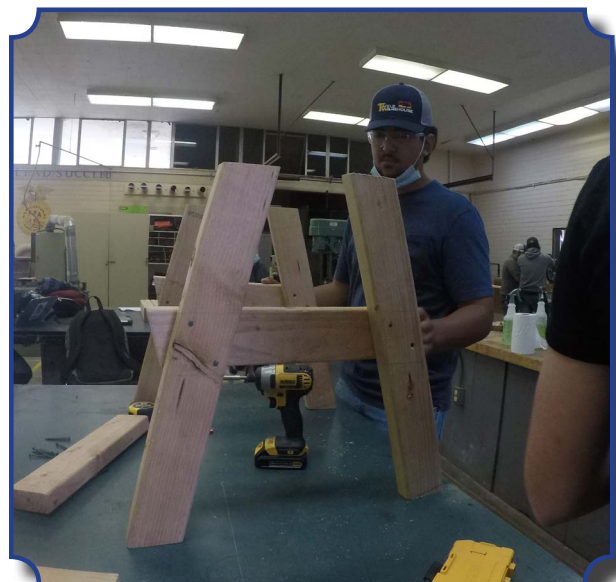
Pre-requisites: None

Grading Scale: 4.0

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

FFA - The National FFA Organization

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CTE: AG Mechanics - Metal Fabrication

Farm Equipment and Metal Fabrication

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

Advanced Agricultural Mechanics and Design

Grade Level: 10 - 12

UC/CSU: Visual/Performing Art ("F") requirement

Graduation Requirement: CTE

Pre-requisites: 1 year of successful completion of Farm Equipment/Metals Fabrication with a "C" or better

Grading Scale: 4.0

Dual Enrollment/Articulation: Articulation with Yuba College (WLD 10)

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

UC/CSU: Visual/Performing Art ("F") requirement
Credits: 10.0

Agricultural Leadership and Communications

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

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CTE: AG Ornamental Horticulture

The Art and History of Floral Design - P

Grade Level: 9 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: None

Grading Scale: 4.0

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

Advanced Floral Design – P

Grade Level: 10 - 12

UC / CSU: VAPA or Elective ("F or G") requirement Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: Student must have passed The Art and History of Floral Design with a "C" or better

Grading Scale: 4.0

Dual Enrollment/Articulation: Articulation with Woodland College pending

Description: This course allows students to learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price, and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class,

students will be prepared to secure a job in the floral industry. Students will be exposed to careers in Agriculture Business. Students will automatically become members of FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of the course.

Agricultural Plant and Soil Science

Grade Level: 11 - 12

UC/CSU: Science ("D") requirement

Credits: 10.0

Graduation Requirement: 3rd year Science or CTE

Pre-requisites: Student must have passed Agricultural Biology or Biology with a "C" or better.

Grading Scale: 4.0

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

Agricultural Leadership and Communications

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

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CTE: AG Plant & Soil Science

Agricultural Biology – P

Grade Level: 9 - 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: Science

Pre-requisites: None

Grading Scale: 4.0

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

Chemistry and AgriScience - P

Grade Level: 10- 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: Science

Grading Scale: 4.0

Pre-requisites: Successful completion of Biology or Agricultural Biology.

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



Agricultural Plant and Soil Science

Grade Level: 11 - 12

UC/CSU: Science (“D”) requirement

Credits: 10.0

Graduation Requirement: 3rd year Science or CTE

Pre-requisites: Student must have passed Agricultural Biology or Biology with a “C” or better.

Grading Scale: 4.0

Dual Enrollment/Articulation: Articulation with Yuba College (PLSCIE 20L)

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

Agricultural Leadership and Communications

Grade Level: 9 - 12

UC/CSU: Elective (“G”) requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: None

Grading Scale: 4.0

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

organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, project will be part of the grade for this course.

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CTE: Auto Vehicle Diagnostics Systems & Repair

Introduction to Automobiles/Auto Technical Skills

Grade Level: 11, 12 (10th with teacher/counselor recommendations)
Credits: 6 College Units
Credits: 5.0 and 5.0 for High School
Graduation Requirement: CTE
Pre-requisites: None.
Grading Scale: 5.0
Dual Enrollment/Articulation: Dual enrolled with Yuba College (AUTO 21/AUTO 51.2)

Auto 21 - Intro to Automobiles (FALL 2022): This course covers a comprehensive study of automobiles. Emphasis is placed on fundamental operating principles, nomenclature, structural analysis, major design theories, systems function, systems service, minor repair procedures, major repair complexities, current laws and regulations, political action, and personal economics/decision making.

Auto 51.2 - Automotive Technical Skills (SPRING 2023): This course covers basic automotive technical skills used by all automotive service and repair technicians. Emphasis is placed on tool selection, use and maintenance of tools, practical measuring skills, bolt and nut thread repair techniques, electrical circuit meter usage and problem solving techniques.

These are Yuba College courses taught by a Yuba College instructor, offered to WUHS students on the WUHS campus during the regular school day. Students will take Introduction to Automobiles during the Fall 2022 term and Automotive Technical Skills during the Spring 2023 term. Both include a combination of lecture and lab(shop) work. Introduction to Autobody Technology will also include a hybrid Online element to satisfy the required hours.

Students will be required to complete the course using Canvas through Yuba College WebAdvisor, to complete SP2 Safety Certification courses, and to keep an organized binder with their work. A year-long commitment is required.

Students will need to submit their Yuba College Transcripts at the end of the school year to receive high school credit for the course.



CTE: Business Management

DE Business Computer Applications (Concentrator 1)

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: CTE

Grading Scale: 4.0 or 5.0 with Dual Enrollment Option

Pre-requisites: Students must have completed or be concurrently enrolled in Pirate FOCUS.

Dual Enrollment/Articulation: Articulation with Yuba College (GNBUS 30)

Description: Develop beginning to intermediate skills using computer office applications. Basic features of word processing, spreadsheet, and presentation software are covered. Hands-on activities will focus on creating simple, integrated documents for business, personal and academic purposes. Typing skills are advised. Microsoft Certification is available at end of course.

DE Business Management (Concentrator 2)

Grades: 10-12

UC/CSU: Elective ("G") requirement pending

Credits: 10.0

Pre-requisites: Pirate Focus AND Business Computer Applications (could be concurrent with Business Computer Applications or teacher/counselor recommendation)

Dual Enrollment/Articulation: Articulation with Yuba College GNBUS 10 Pending

Grading Scale: 4.0 or 5.0 with Dual Enrollment Option

Description: A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design, leadership, human resource management, organized labor practices, marketing, organizational communication, technology, entrepreneurship, legal, accounting, financial practices, stocks, and securities market.

Entrepreneurship (Capstone)

AVAILABLE FALL 2022

Grade Level: 11 - 12

UC/CSU: Elective ("G") requirement pending

Credits: 10.0

Pre-requisites: Pirate Focus, Business Computer Applications and Business Management (could be concurrent with Business Management)

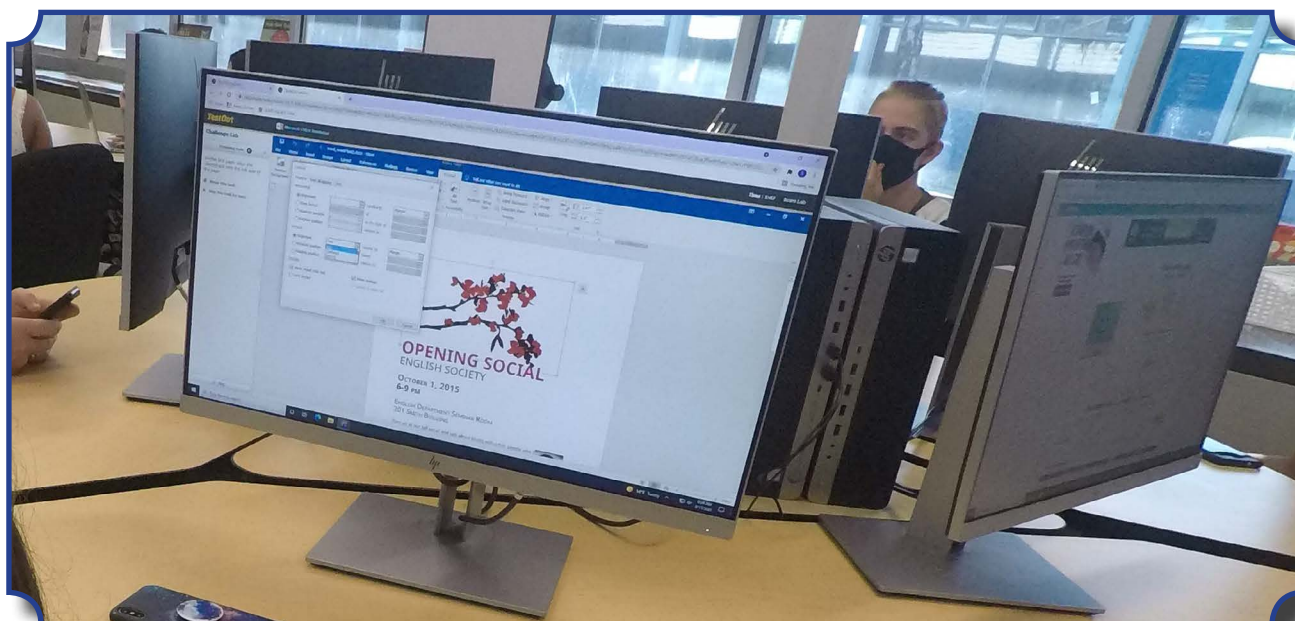
Dual Enrollment/Articulation: Dual Enrollment with Yuba College GNBUS 7 Pending

Grading Scale: 4.0 or 5.0 with Dual Enrollment Option

Description: Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Entrepreneurship Certification available upon Pathway Completion.

FBLA - Future Business Leaders of America

Students enrolled in the Business Management Pathway are eligible to participate in FBLA as members or officers. FBLA is a Career Technical Student Organization that is recognized by industries across the nation as a way for student to gain employable skills and develop into great leaders. More information can be acquired from our Business Teachers or from CTE/C Center, or by emailing careers@wheatlandhigh.org.



CTE: Digital Media & Visual Arts

3D Animation/Game Design I

Grade Level: 9 - 12

UC/CSU: VAPA ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: None

Grading Scale: 4.0

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

FCCLA - Family, Careers, and Community Leaders of America

Students enrolled in the Game Design & Integration Pathway, the Education Pathway and in the Food Service & Hospitality Pathway are eligible to participate in FCCLA as members or officers. FBLA is a Career Technical Student Organization that is recognized by industries across the nation as a way for student to gain employable skills and develop into great leaders. More information can be acquired from our Education Pathway teacher, our Food Service & Hospitality teacher, or from CTE/C Center, or by emailing careers@wheatlandhigh.org.

This Pathway is planned to be adjusted to a NEW Pathway of "Game Design and Integration". Some course descriptions may change. All students who complete 3D Animation/Game Design I in the 2022-2023 school year will be qualified for the Game Design II course in the 2023-2024 school year and will be eligible for Game Design and Integration Pathway Certifications.

3D Animation/Game Design II

Grade Level: 10 - 12

UC/CSU: VAPA ("F") requirement

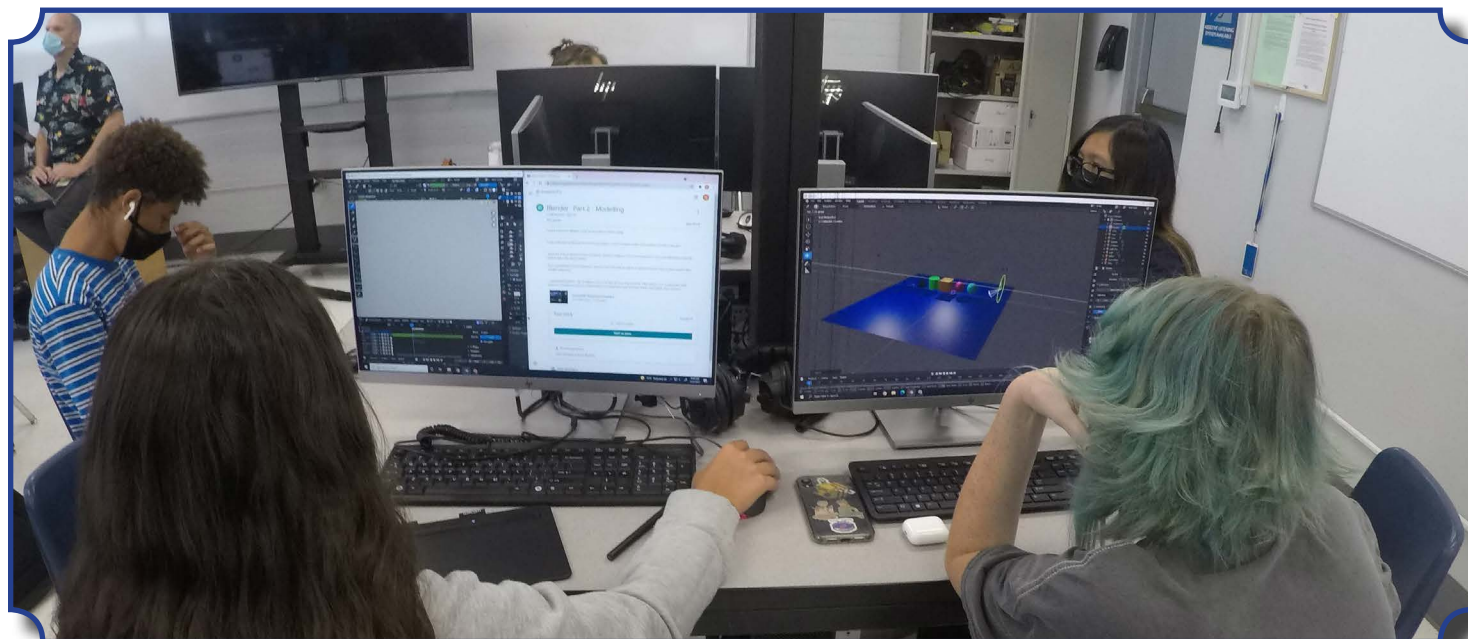
Credits: 10.0

Graduation Requirement: CTE or Fine Arts

Pre-requisites: Successful completion of 3D Digital Art with a grade of "C" or better.

Grading Scale: 4.0

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



CTE: Education

Growth & Development of Children (Concentrator 1)

Grade Level: 9 – 12

UC/CSU: Elective (“G”) requirement pending

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus (can be taken concurrently)

Dual Enrollment/Articulation: Articulation with Yuba College (ECE 3)

Grading Scale: 4.0

Description: This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Designed as a foundation course for careers in ECE, Education, Human Services, Health and related fields.

Principles & Practices of Teaching (Concentrator 2)

AVAILABLE FALL 2022

Grade Level: 10 – 12

UC/CSU: Elective (“G”) requirement pending

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus AND Growth & Development (could be concurrent with Growth & Development)

Graduation Requirement: CTE

Dual Enrollment/Articulation: Articulation with Yuba College (ECE 1A/1B) Pending

Grading Scale: 4.0

Description: An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course includes a review of the historical roots of educational programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity. This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for children. Students will examine the teacher's role in supporting development and fostering the joy of learning for all children using observation and assessment strategies. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math, and science.

Observation & Teaching Field Experience (Capstone)

AVAILABLE FALL 2022

Grade Level: 11 – 12

UC/CSU: Elective (“G”) requirement pending

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus AND Growth & Development (could be concurrent with Growth & Development)

Graduation Requirement: CTE

Dual Enrollment/Articulation: Articulation with Yuba College (ECE 1A/1B) Pending

Grading Scale: 4.0

Description: This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Child observations will be conducted and analyzed.

FCCLA - Family, Careers, and Community Leaders of America

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CTE: Food Service & Hospitality

Culinary 1

Grade Level: 9 - 12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: None

Dual Enrollment/Articulation: Articulation with Yuba College CUL 51A

Grading Scale: 4.0

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

Culinary 2

Grade Level: 10 - 12

UC/CSU: Fine Art ("F") requirement

Credits: 10.0

Graduation Requirement: CTE or Fine Art

Pre-requisites: 1 year of successful completion of Culinary 1 with a "C" or better

Dual Enrollment/Articulation: Articulation with Yuba College CUL 51B

Grading Scale: 4.0

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

FCCLA - Family, Careers, and Community Leaders of America

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Wheatland Union High School District

CTE: Patient Care

Medical Terminology (Concentrator 1)

Grades: 10, 11, 12 (9th grade with teacher or counselor recommendation)

Prerequisites: Pirate Focus (can be taken concurrently)

Graduation Requirement: CTE

Units: 10.0

UC/CSU: Pending G

Dual Enrollment/Articulation: Articulation with Yuba College Pending (NURS 51)

Board Approved: Pending

Grading Scale: 4.0

Description: This course is a prerequisite for the majority of health career courses. The course is centered on the language of healthcare (Medical Terminology) and medical abbreviations through a systems approach. Emphasis is on providing students with a thorough understanding of the terminology of body systems and their interrelationships. The course includes advanced medical terminology and abbreviations used to describe body systems, anatomy, physiology, medical processes, diseases, disorders, and medical interventions. The competencies in this course are aligned with the Common Core State Standards and the California Career Technical Education Model Curriculum Standards. This course will include CPR, Basic First Aid and AED Certification opportunities. Students may participate in Job Shadows with local Health Care agencies while in this course.

Patient Care I (Concentrator 2) Starting Fall 2022:

Grades: 10, 11, 12

Prerequisites: Pirate Focus AND Medical Terminology (could be concurrent with Medical Terminology with teacher or counselor recommendation)

Graduation Requirement: CTE

Units: 10.0

UC/CSU: Pending G

Dual Enrollment/Articulation: Articulation with Yuba College or Sierra College Pending

Board Approved: Pending

Grading Scale: 4.0

Description: Patient Care 1 is the first course within the CTE Patient Care Pathway and is designed to introduce students to careers in the healthcare field. With a focus on both theory and practical skills, students will learn the professional norms, skills, and competencies related to careers in healthcare. This interdisciplinary course integrates concepts from the social science, biological science, mathematics, and physical science disciplines and is based on core academic and career technical education standards. Students will analyze case studies and critically examine the ethics and procedures involved in a clinical setting. Topics of study will include occupations in healthcare; health, safety, and environmental management; infection control; human structure, function, disease, and disorders; documentation of patient information; body mechanics, emergency procedures and protocols; and law and ethics. This course will include CPR, Basic First Aid and AED Certification opportunities. Students will be able to participate in Job Shadows and short-term internships with local Health Care agencies.

Patient Care II (Capstone) To be offered in Fall of 2023:

Grades: 11, 12

Prerequisites: Pirate Focus, Medical Terminology, AND Patient Care I

Graduation Requirement: CTE

Units: 10.0

UC/CSU: Pending G

Dual Enrollment/Articulation: Articulation with Yuba College Pending

Board Approved: Pending

Grading Scale: 4.0

Description: Patient Care 2 is a capstone course preparing students for careers or post-secondary education in the healthcare field. This course is designed to prepare students to perform clinical skills including examining room procedures, taking vital signs and medical histories, first aid, CPR, and routine laboratory procedures. Students will apply knowledge and skills acquired in Patient Care 1 to an understanding of patient care delivery systems, effective patient communication, medical ethics and legal responsibilities, infection control procedures, patient nutrition and wellness, behavioral health, and patient care for end of life. This course will include CPR, Basic First Aid and AED Certification opportunities. Students will be eligible to participate in Job Shadows and Short Term Internships with local Health Care Agencies.

HOSA - Future Medical Professionals

Students enrolled in the Patient Care Pathway are eligible to participate in HOSA as members or officers. HOSA is a Career Technical Student Organization that is recognized by industries across the nation as a way for student to gain employable skills and develop into great leaders. More information can be acquired from our Patient Care Pathway teacher, or from CTE/C Center, or by emailing careers@wheatlandhigh.org.



CTE: Product Innovation & Design

Introduction to VEX Robotics (Concentrator 1A)

Grade Level: 9 - 12

UC/CSU: Science ("D") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus (can be taken concurrently), Principles of Engineering & Robotics (recommend concurrent enrollment)

Grading Scale: 4.0

Description: This STEM course will emphasize problem solving and experimentation. Specific topics will include: Design Process, Perspective Drawing, Python computer programming, Arduino computer programming, 3D modeling and participation in Vex Robotic Competitions. The curriculum is heavily focused on mechatronic principles; as such, programming is NOT required but encouraged. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course will model the PLTW format.

Principles of Engineering and Robotics (Concentrator 1B)

Grade Level: 10 - 12

UC/CSU: Science ("D") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus (can be taken concurrently), Introduction to VEX Robotics (recommend concurrent enrollment)

Grading Scale: 4.0

Description: Through problems that engage and challenge; students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Honors Engineering (Concentrator 2)

Grade Level: 10 - 12

UC/CSU: Elective ("D") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus AND Principles of Engineering & Robotics OR Introduction to VEX Robotics (Both recommended), OR Teacher Approval. C or better in 8th grade math for incoming 9th graders, C or better in Math

1 for Sophomore – Seniors. Only juniors and seniors with a GPA of 3.00 or higher are able to take this course in partnership with ACE.

Grading Scale: 5.0

Description: Students develop the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work. This course also meets the Wheatland Union High School computer application requirements.

Honors Engineering Design and Development (Capstone)

Grade Level: 11 - 12

UC/CSU: Science ("D") requirement

Credits: 10.0

Graduation Requirement: CTE

Pre-requisites: Pirate Focus, Principles of Engineering & Robotics OR Introduction to VEX Robotics, AND Honors Engineering (could be concurrent), or teacher approval.

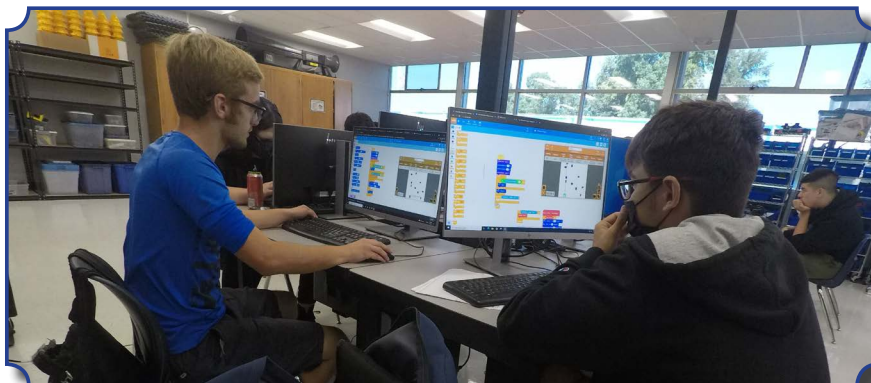
Grading Scale: 5.0

Description: The capstone course of our high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The problem is focused around the yearly Vex Robotic Competition.

Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone course since it requires application of the knowledge and skills introduced during the foundation courses.

Major focuses of the course are project management and professional skills required to successfully complete and document an engineering design process. Topics student will study and skills they will refine are:

- The EDD Design Process and Project Management
- Documenting the Engineering Design Process
- Teams, Timelines, and Contacting Experts



Wheatland Union High School District

CTE: Public Services

We are currently negotiating a plan with Yuba Community College to offer a Public Services Pathway. These courses would be Yuba Community College Courses, taught by Yuba College instructors on the Wheatland Union High School Campus. Students would be taking 2 classes in a term/semester. The courses would be taught by 2 different instructors, 2 days a week (for a total of 4 days), with an Academic Technician supervising a study/homework day or guest speakers the 5th day of the week. Exact courses are currently being determined by Yuba College and WUHS, but will likely include:

DE AJ-10 - Introduction to Administration of Justice

Grades: 11, 12

Prerequisites:

Graduation Requirement: Elective/CTE

Units: 5.0 for Graduation; 3 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Overview of the history and philosophy of the U.S. justice system; study of the modern criminal justice system and its components, law enforcement, courts, and corrections; identifying the roles of the various professionals within the system and their interrelationships; analysis of legal issues; study of theories of crime causation, punishment, and rehabilitation.

DE FIRTC-1 - Fire Protection and Emergency Services

Grades: 11, 12

Prerequisites:

Graduation Requirement: Elective/CTE

Units: 5.0 for Graduation; 3 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection; fire loss analysis; organization and function of public and private fire protection services; fire department as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics.

DE AJ-15 - Criminal Investigation

Grades: 11, 12

Prerequisites:

Graduation Requirement: Elective/CTE

Units: 5.0 for Graduation; 3 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Addresses procedures and concepts as applied to criminal investigations, including surveillance; crime scene response management; and identification, collection, and processing of physical evidence. Covers U.S. Constitution and Statutory/Case Law; interview/interrogation processes and techniques; identifying information sources; procuring search warrants; serving search warrants; exceptions to the search warrant rule; and court processes. Emphasis is placed on developing the student's capacity to analyze specific situations and identify sound ethical investigative procedures.

DE AJ-19 - Multicultural Communities and the Justice System

Grades: 11, 12

Prerequisites: Recommended eligibility for English 1A

Graduation Requirement: Elective/CTE

Units: 5.0 for Graduation; 3 units for Yuba Community College

UC/CSU: Transferable units from Yuba Community College

Dual Enrollment/Articulation: Dual Enrollment

Board Approved: Pending

Grading Scale: 5.0

Description: (as per Yuba College Catalog) Examines the complex relationship between multicultural communities and the criminal justice system, analyzing cultural differences and strategies to effectively address crime related issues. Addresses potential societal barriers involving race, ethnicity, gender, religion, sexual orientation, age, social class, culture and the evolution of the law enforcement profession in understanding how relationships are developed, maintained, and changed to meet ethnic and minority group needs. Additional topics include multicultural representation in law enforcement, cross-cultural communication, community policing, and restorative justice principles.

These courses are Yuba Community College Courses taught by Yuba Community College Instructors. Students wishing to participate in this program must be willing to commit to producing college level work and maintain the highest level of professionalism throughout the course. There will be a rigorous level homework and class participation expected.

Agreements on this course arrangement are expected to be completed by May of 2022.

If you would like more information, please contact the CTE/C Center at careers@wheatlandhigh.org.

Miscellaneous Courses

21st Century Yearbook Design & Publication

Grades: 11, 12 (10th with counselor/teacher/CTEC recommendation)

UC/CSU: Elective ("G") requirement

Prerequisites: Teacher Approval

Graduation Requirement: Elective

Grading Scale: 4.0

Dual Enrollment/Articulation: None

Description: 21st Century Yearbook Design and Publication is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The designer (student) will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

College Bound

Grades: 11, 12 (10th with counselor/teacher/CTEC recommendation)

Prerequisites: Current enrollment in 3 or more college credit courses, including 1 online course with a Community College or Virtual CTE Academy

Graduation Requirement: Elective

Units: 5.0 for Graduation

Grading Scale: 4.0

Dual Enrollment/Articulation: None

Description: College Bound is a study period for students who are taking THREE (3) or more college level classes in a single term, one of which must be an Online course with a Community College OR a Community College Face-to-Face course that a student may be taking on the Yuba College Campus in the afternoon (transportation provided for Pirates at SEA cohort students). College level classes include: AP (Advanced Placement), DE (Dual Enrollment), Articulated and/or Concurrent Online Community College Courses. Students are required to attend the class, work on college classes, and conduct regular grade checks. This course is NOT A-G approved, but counts for general elective credits towards High School Graduation, and is meant to provide students a place to work on college coursework with a teacher or Academic Technician available for assistance.

Google Professional Certificates (5 separate programs)

Grade: 12 only

Prerequisites: None

Graduation Requirement: Elective

Credits: 10.0

Grading Scale: 4.0

Description: Earn a professional certificate in one of five specialties: **IT Support, Project Management, Data Analytics, UX Design, or IT Automation with Python.** IT support includes learning different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service to prepare for a job as an IT support specialist. Project management includes learning how to create risk management plans, understand process improvement techniques, manage team dynamics, create budgets, and utilize project management software,

tools, and templates. Data analytics includes learning about key analytical skills such as data cleaning, data analysis, data visualization, and tools including spreadsheets, SQL, R programming, and Tableau. User Experience (UX) design includes the interactions that people have with products like websites, mobile apps, and physical objects. UX designers make those everyday interactions usable, enjoyable, and accessible. IT automation with Python is for students with a foundation in coding already. This program will teach you how to program with Python and how to use Python to automate common system administration tasks. Upon completion of the certificate program, you can apply for 12 ACE units, equivalent to 4 courses at the Community College level.

Math Skill Building

Grade: 9-12

Credits: 10.0

Graduation Requirements: Elective

Grading Scale: 4.0

Pre-requisite: None

This course focuses on building a solid foundation of math concepts by providing a personalized series of lessons based on each student's NWEA math scores. Concepts covered focus on unique student needs and support continued growth and understanding in math. Content is delivered through an online program, Exact Path, and the student has additional support in the Tutoring Lab. As math concepts build on each other, developing a solid foundation of understanding will support continued progress toward math achievement. Students may earn additional credits for demonstrating substantial progress as evidenced by student performance.

Pirate Intervention

Grade Level: 9-12

Credits: 10.0

Graduation Requirement: Elective

Grading Scale: P/F

Pre-requisites: Recommendation from teacher/counselor

Description: Pirate Intervention is a study hall, tutoring and support class for students who may need some support for academic success

Teacher's Aide / Office Aide / Library Aide

Grade Level: 11-12

Credits: 10.0

Graduation Requirement: Elective

Grading Scale: P/F

Pre-requisites: Permission from the counselor or instructor

Students interested in being a teacher's aide, library aide or office aide will need to complete a request form and attach it to their class registration. Students need to see the appropriate teacher or office person if they would like to be their aide in order to obtain a request form. A minimum 2.5 grade point average is required.

Student Campus Advisory Council

Grades: 9-12

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: Students selected via application/interview

Grading Scale: 4.0

Miscellaneous Courses

Description: This course is designed to give students a voice in developing and maintaining a positive and inclusive campus culture. Students on this advisory council will work on committees to assess school climate and implement school-wide, discussion-based, and active-learning activities to enhance and improve the student experience on campus. This course will provide the student with valuable leadership and communication skills that a person will also find useful in their everyday lives. During this course, a student will develop their speaking skills, develop team-building skills and plan school and community activities. This course is recommended for any student wishing to be involved in the improvement and empowerment of all students at WUHS.

Student Leadership

Grade Level: 9-12

UC/CSU: Elective ("G") requirement

Credits: 10.0

Graduation Requirement: Elective

Grading Scale: 4.0

Pre-requisites: Must hold a student body office or consent of the instructor.

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

Student Tutor

Grade: 11-12

Credits: 10.0

Graduation Requirement: Elective

Grading Scale: 4.0

Pre-requisites: Completion of Integrated Math II with a B or higher (preferable higher levels of math as well); Chemistry with a B or Higher.

Description: Tutors will work one on one with students in an effort to improve their understanding of a subject and assist with academic success strategies. Tutors will assist students in a multitude of ways such as: clarify and review concepts taught in class, homework help, exam preparation, study skills, time management strategies, assistance with projects, and note taking. Tutors provide individual and/or group tutoring across a range of subjects depending on their personal areas of expertise. Tutoring supports classroom-centered activities, so the emphasis and content of tutoring sessions is determined by the student's needs.

Must be responsible with the allotted time for each period.

Must communicate effectively with students and staff members.

Must have a friendly and positive attitude.

Work Experience Education

Grades: 11-12 Only

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: Must be on track to graduate; Must be eligible for a work permit; must maintain a 2.0 GPA or higher at all times while enrolled in the program.

Description: WEE combines an on-the-job component with related on-

line instruction designed to maximize the value of on-the-job experience. Expected educational outcomes include a greater level of knowledge of workplace norms, 21st century skills, and job-specific knowledge and skills which lead to greater opportunities for future workforce participation upon completion of high school. Students gain 10 elective credits per semester upon successful completion of both the work and online instruction components. Students must have a paid job, work a minimum of 8 hours per week, and complete the equivalent of one hour of instruction per week through Edmentum. Students may leave campus up to two hours early to go to work and may work up to 8 hours per school day with parent/guardian permission. Enrollment in WEE must be approved by Dr. Boggs, a parent/guardian and employer, and completed through the We WORK Center in P9.

CTE Virtual Academy - Sports Medicine I

Grades: 11-12 Only

Credits: 10.0

Graduation Requirement: Elective

Grading Scale: 4.0

Prerequisites: Must be comfortable with on line learning platforms & Canvas

Description: In a agreement with Sacramento County Office of Education, we are now offering a Virtual CTE Course in Sports Medicine. The Sports Medicine 1 course is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition and other sports medicine and other sport medicine related fields. In this course, students will learn the anatomy, physiology and bio-mechanics of multiple body systems common in sports medicine, including: lower extremity (foot, ankle, lower leg, knee, hip & thigh), upper extremity (shoulder, upper arm, elbow, forearm, wrist and hand), abdomen thorax, head and spine. Students will learn proper athletic training procedures of injury assessment, injury prevention, injury treatment and injury rehabilitation. Student will be encouraged to participate in an allied health observational extern-ship of at least 10 hours.

CTE Virtual Academy - Sports Medicine II

Grades: 11-12 Only

Credits: 10.0

Graduation Requirement: Elective

Pre-requisites: Must be comfortable with on-line learning platforms & Canvas

Description: To Be Determined. Course will be available in the Fall of 2022.

Clubs, Activities & Sports

ACADECA	Mrs. Sherk.	hshek@wheatlandhigh.org
Anime Club.	Mr. Buckley	sbuckley@wheatlandhigh.org
Art - Colors of Nature	Mr. K..	nkalihiwa@wheatlandhigh.org
Band / Choir	Mr. McLaughlin	dmclaughlin@wheatlandhigh.org
Baseball	Mr. Barton	
Basketball	Mr. Bartolomei.	mbartolomei@wheatlandhigh.org
Ceramics	Mrs. Storm.	sstorm@wheatlandhigh.org
Cheer	Mrs. McHugh	hmchugh@wheatlandhigh.org
Creative Writing		
Cross Country	Mr. Jeff Smithjsmith@wheatlandhigh.org
CSF – California Scholastic Federation	Mrs. Link.llink@wheatlandhigh.org
Culinary	Chef Moreno.	kmoreno@wheatlandhigh.org
Design / Build	Mrs. Taylor.mtaylor@wheatlandhigh.org
Drama		
E-Sports	Mr. Bollakbolla@wheatlandhigh.org
FFA – National FFA	Ms. MacKaben.	kmackaben@wheatlandhigh.org
Football.	Mr. Fatten	afatten@wheatlandhigh.org
FBLA – Future Business Leaders of America	Mrs. Atencio.	satencio@wheatlandhigh.org
FCCLA Family, Career & Community Leaders of America.	Mrs. Rosenthal & Chef	jrosenthal@wheatlandhigh.org
GSA – Gay-Straight Alliance	Mrs. Sullivan	psullivan@wheatlandhigh.org
Girls Who Code	Dr. Boggs	cboggs@wheatlandhigh.org
Guitar Club.	Mr. McLaughlin	dmclaughlin@wheatlandhigh.org
Interact	Ms. Gonzalez	mgonzalez@wheatlandhigh.org
Leadership.	Ms. Smith & Ms. Atkinson	asmith@ OR satkinson@wheatlandhigh.org
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Softball.	Mr. Dan Martin.	
STEAM Family Nights	Dr. Boggs	cboggs@wheatlandhigh.org
Swimming	Mrs. Atencio.	satencio@wheatlandhigh.org
Tennis	Mrs. Embry	cembry@wheatlandhigh.org
Track	Mr. Soderlund	jsoderlund@wheatlandhigh.org
Trap-Shooting	Mr. Umland	
Volleyball.	Mrs. Phillips	kphillips@wheatlandhigh.org
Wrestling	Mr. Struble.	mstruble@wheatlandhigh.org

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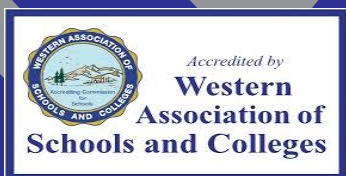
Wheatland Union High School District

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Wheatland Union High School

What sets us apart?



Advanced Placement Courses

Calculus, US History, Government & Politics, Spanish, Chemistry, Computer Science, Environmental Science, Psychology, Literature and Language & Language and Composition.



Rigorous CTE Pathways

STEAM/Product Innovation & Design, Agriscience, Automotive, Ornamental Horticulture, Food Service & Hospitality, Design Media & Visual Arts, Agriculture Mechanics, Business Management & Entrepreneurship, Education



Strong SPORTS Program

Football, Volleyball, Tennis, Cheer-Sideline & Competition, Wrestling, Track & Field, Cross Country, Soccer, Golf, Basketball, Softball, and Baseball

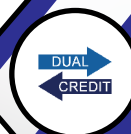


Academic Options

Award Winning FFA Program, AG Leadership, Dynamic Band & Theatre Arts Program, Athletic Physical Fitness, Forensic Science, Italian, Spanish, Student Leadership, and more!

Dual Enrollment & Articulated Courses-College Credit

Welding, Culinary, Plant Science, Animal Sciences, Agriculture Construction, Pirate FOCUS, Counseling, Biology, and more!



New & Modernized Facilities

Modernized Classroom Wings, Football and Gym Bleachers, Lighting Upgrades, Solar, HVAC, Continuation School, & Athletic Field Improvements



Counseling/Support Services

Two Academic Counselors, One Licensed Marriage & Family Therapist, CTE & College Readiness Center, STEAM & Work Center, Prevention Services, & Highly Supported Special Education Programs



Extracurricular Activities

Robust Sports Program, FBLA, STEM, ACADECA, Anime, ESports, Robotics, Link Crew, PreStart, Culinary Club, Diversity Club, Drum Line, Shooting Club, ECO Friendly Club, FFA, CSA, and more!



Now Open & Accepting New Students!!!
Edward P. Duplex Continuation High School