

Vision: West Valley High School will be an elite school where every student will learn.

Mission: To prepare all students to be college and career ready by graduation.



College and Career Planning Guide & Course Catalog

2011-2012

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FRESHMAN INFORMATION

Registration

Registration for all students attending Happy Valley Elementary or West Cottonwood Junior High who live in our district and students with approved open enrollment and inter-district applications will occur in evening sessions in March. The first session is an orientation for parents and eighth graders. At that session, parents and students will make appointments to meet with counselors in small groups to sign up for classes. Materials regarding registration will be sent to the homes of the incoming ninth graders by means of their elementary schools.

Freshman Orientation

On the Friday prior to the opening of school, all freshmen students are invited to attend a shortened day of school. It gives the freshmen an opportunity to meet their Link Crew leader, teachers, and school administrators, ride the bus back and forth and find and attend their classes.

Link Crew

This is a freshman transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help other students succeed, Link Crew trains members of the junior and senior class to be Link Leaders. As **POSITIVE** role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful in high school. Every freshman will be linked with a Link Leader. Link Leaders will contact each freshman prior to the date of Freshman Orientation in August. A year with the Link Crew begins with a spirited and interactive freshman orientation the Friday before school starts. After a general assembly, the Link Leaders lead a small group of freshmen through a series of fun, positive activities designed to help them all to get to know each other as well as learn important campus information. After orientation Link Crew continues, providing a variety of both academic and social follow up activities throughout the year.

Sports

Sports participation is an important aspect of our total educational program. Upon entering high school all freshman students are eligible for sports. Once classes begin all students need to maintain their grades. Students must maintain, during the previous grading period, a minimum 2.0 grade-point average, on a 4.0 scale, in all enrolled classes to be eligible for sports. Freshman male and female students are encouraged to try out for the following sports:

Fall Sports

Frosh Football
Frosh Volleyball
Tennis (girls)
Cheer/Dance
Swimming
Cross Country

Coach

Mr. Shawn Martinez
TBD
Mr. Tom Wyrick
Mrs. Toni Hillyard/Mrs. Mindy Odell
Mr. Marc Soares
Mr. Scott Fairley

Winter Sports

Frosh Basketball (girls)
Frosh Basketball (boys)
Wrestling
Soccer (boys)
Soccer (girls)
Cheer/Dance

Coach

Mrs. Tiffany Fife
Mr. Don Howard
Mr. Tom Vazquez
Mr. Darby Anderson
Mr. Will Williams
Mrs. Toni Hillyard/Mrs. Mindy Odell

Spring Sports

JV Softball (girls)
JV Baseball
Tennis (boys)
Golf
Track (boys/girls)

Coach

Mr. Don Howard
Mr. Eric Proscher
Mr. Tom Wyrick
Mr. Dan Button
Mr. Scott Fairley

Athletic Director

Mr. Scott Fairley

FRESHMAN INFORMATION CONTINUED....

Each athlete must do four things before they are allowed to participate in our athletic program:

- (1) Provide proof of insurance (school insurance is available)
- (2) May purchase an Associated Student Body activity sticker - \$20.00
- (3) Read and agree to the terms of West Valley's athletic rules and regulations
- (4) Complete a physical examination organized by West Valley High School for a minimal fee or see your family physician

All four items can be completed at West Valley on the day of the physical if a parent is present at the time and can provide the signatures, money and information as necessary. This event will take place on a Saturday in May to be announced at a later date. Please contact the high school at 347 – 7171 for the exact date.

ASB Stickers - (They Save Money)

Each year, our Associated Student Body offers the opportunity to all students to buy an ASB sticker. The fee goes into the ASB treasury and is used for the many school activities held throughout the year. The sticker is applied to the front of the I.D. card (freshmen usually get a receipt until their I.D. cards are complete) and is good at all school activities. In order to get into the athletic contests for free or dances at a reduced rate, the card has to be physically shown at the time of entry of the event. The sticker allows a savings totaling over \$150 at games and dances throughout the school year. The cost of the sticker is \$20.00 (subject to change) and may be purchased at the student store.

Cheerleaders

Cheerleaders will keep school spirit at a high level at all rallies and home games. They are also responsible for developing techniques to encourage crowd participation, to construct game posters and to support the Spirit Squad Club. Cheerleaders must possess a 2.0 grade point average and maintain it at all times. Cheerleader candidates must be recommended by their teachers and must try out before a cheerleader evaluation committee.

Freshman Class Officers

Each class elects four students who lead and represent their classmates in their activities throughout the year. All freshmen are given an opportunity to run for the position of president, vice-president, secretary, or treasurer. Declaration of candidacy starts in September and campaigning occurs soon thereafter. The four students who are elected must, with the help of their advisor, organize and run a fund raiser and plan at least one other major student activity. They also must attend ASB meetings. If your son or daughter has an interest in leadership, be sure they contact the counseling department. Having a background in student government and student activities is very important for a student who wishes to apply in their senior year to colleges and universities.

Clubs

Early in the fall, the sophomore class officers organize a day in which all students may visit club booths and understand what each club's purpose is at West Valley. It is an excellent opportunity for freshmen to find out how they can become involved in an extra-curricular activity. As students share their club activities with new friends, they become a part of the valuable lessons that are taught by our activities program.

Food Service

West Valley provides both breakfast and lunch daily. Students are given several choices of foods and beverage for both meals, and may put money on a lunch account. Students who may qualify for reduced or free meals must fill out an application, which may be obtained in the office or the cafeteria.

West Valley High School

COURSE CATALOG

COURSE DESCRIPTIONS

The Governing Board of the Anderson Union High School District has approved the courses described for the 2011-2012 school year. Graduation requirements, college entrance requirements, and courses of study requirements are included in this catalog.

Students and parents are urged to examine this information carefully and make course selections that will best meet the needs and interests of the student.

If additional information is needed, please contact your counselor. The goal of counseling is to help each student to know himself/herself better, to encourage each student to develop his/her capacities to the fullest, and to help each student make realistic choices so that they gain maximum benefit from their high school experience.

Students are assigned to a counselor by sections of the alphabet. Normally, students have the same counselor for their entire stay at West Valley High School. This does not mean that a student cannot see one of the other counselors about a particular problem (i.e., scholarship, vocational information, etc.).

The counselors' offices are located in the College and Career Center. Counselors are available to students and may be seen in the following ways:

1. During the first week of the semester students may visit their counselor at "Counselor's Corner" in the cafeteria during both lunches to initiate possible class changes.
2. Student asks for an appointment by signing up on the appointment clipboard outside their
Counselor's Office
3. Counselor initiated appointment.
4. Parents who wish to see a counselor are asked to make an appointment in advance.

GRADUATION REQUIREMENTS

A. Units - Total of 230 semester units are required for graduation.

A student earns 5 units of credit for each course successfully completed during each semester.

A student may earn 30 semester units per semester or a total of 60 semester units each school year.

In addition to the required courses, students have a choice of elective courses that will satisfy unit requirements for a chosen course of study.

B. Tests – All students must pass the California High School Exit Exam (CAHSEE) in order to receive a diploma. Students will have their first opportunity to take the exam starting the spring of their sophomore year. Students who fail the exam will be encouraged to take remedial courses in summer school. The California High School Exit Exam is comprised to two parts, English and math. Each part of the test is graded separately. If a student passes one part; they do not need to retake it. They must eventually pass both parts to earn a diploma.

C. Mid-year Graduation - Students attempting to graduate early must see a counselor before the end of their junior year to apply for Mid-Year Graduation. An appropriate form must be completed with all requirements met in the seven (7) completed semesters.

D. Repeating A Class -A student may repeat a class under the following conditions:

1. An asterisk (*) is placed to the left of the course title.
2. A student has failed a course.

Course Requirements:

Successful completion of the following requirements is needed for graduation.

1. English..... 40 units
2. Mathematics (including Algebra 1) 30 units
3. Social Science (made up of the following)..... 40 units
 - a. Geography.....5 units
 - b. Personal Growth.....5 units
 - c. World History..... 10 units
 - d. U.S. History.....10 units
 - e. American Government5 units
 - f. Economics.5 units
4. Science (made up of the following).....20 units
 - a. Biological Science 10 units
 - b. Physical Science 10 units
 - c. Agricultural Science..... 10 units
5. Physical Education (see requirements on page 18).....20 units
6. Foreign Language or Fine Arts 10 units
7. Vocational Education..... 10 units
8. Successful completion of additional elective units60 units

Total units for successful completion, including course of study230 units

9. Minimum Proficiency Requirements:

All students must pass the California High School Exit Exam.

ALTERNATE COURSE LIST

Alternate courses may be used to fulfill specific district requirements.

Listed below are the courses that may be used as alternates to meet the district and/or state mandated required core courses. A student may only use **20 units** of alternate credit to meet district course requirements. A student cannot use the **same course** as an alternate to meet two different requirements.

Alternate Course Required Course

1. 5 units of Journalism = 5 units English*
2. 10 units of Ag Science I = 10 units of Earth Science
3. 10 units of Ag Science II/IIC = 10 units of Biological Science
4. 10 units of Business Math = 10 units of Math†
Only available to seniors
5. 20 units of Woodshop I & II = 10 units of Fine Arts
6. 30 units of Health/Medical Occupations (ROP) = 10 units of Biological Science
7. 10 units of vocational education = 10 units of Math†
Only available to juniors and seniors who are taking a 30 unit ROP course. Student must have passed 20 units of math.
8. 10 units of Ornamental Horticulture/Landscape Nursery = 10 units of Fine Arts
9. 10 units of Agricultural Welding or Ag Mech.II = 10 units of Fine Arts
10. 20 units of Dance = 20 units of Physical Education‡
11. 10 units of Ag Business = 5 units of Econ and 5 units of Elective

* Only 5 units of alternate credit may be used to meet the district requirement of 40 units of English.

† Students must have passed 10 units of Algebra I and the math portion of CAHSEE.

‡ Students must pass the physical fitness test (beginning with the class of 2010).

CLASS TRANSFER GUIDELINES

All students will adhere to the following guidelines when checking out or transferring to another class:

- ❖ **First Two Weeks of the Semester**
The student makes an appointment with their counselor.
The student must have a written note from their parent approving of transfer.
- ❖ **Week 3 – Week 5 of the Semester**
The student is expected to remain in their current courses until the end of the semester. However, the student may make an appointment with their counselor to discuss a class transfer. After discussion, a “Petition to Change a Class” form may be issued by the counselor. The form requires signatures of the parent, teachers, and counselor indicating approval/disapproval of the class change. The counselor may then initiate the change providing approval is granted.
- ❖ **Week 6 - Week 9 of the Semester**
No transfer will be made. The student will receive a quarter grade in all classes.
- ❖ **Week 10 – Week 11 of the Semester**
Same as Week 3 – Week 5.
- ❖ **Week 12 – Week 19/End of the Semester**
No student will be allowed to transfer from a class. The student will receive a semester grade in all classes.

Career and Technical Education (CTE) Pathways

INDUSTRY SECTOR	INTRODUCTORY	CONCENTRATOR	CAPSTONE	COMMUNITY COLLEGE/ TRADE SCHOOL
<i>Hospitality, Tourism and Recreation</i>	Life Skills Weight Training	Culinary Arts I	Culinary Arts II *Restaurant Occupations (SCOE)	Shasta College Culinary Arts Academy
<i>Agriculture and Natural Resources</i>	Ag Science I Ag Mechanics I Floral Design Ag Business	Ag/Bio C Ag Mechanics II/Welding	*Ag Mechanics III/Fabrication (Shasta College Dual Enrollment)	Shasta College Welding Tech Degree and Certification
<i>Building Trades and Construction</i>	Wood I	Building Trades	EETechnology Engineering 22 Engineering 29	Construction Tech AA Degree
<i>Arts, Media and Entertainment</i>	Choir Beginning Drama Beginning Dance Art I	Intermediate Dance Art II/III Ceramics	Advanced Drama Advanced Dance AP Studio Art	Shasta College AA Degree in Theater Arts, Music and Art
<i>Engineering and Design</i>	Drafting I	Drafting II/III	Computer Aided Drafting Architectural Design	Shasta College CAD AA Degree
<i>Finance and Business</i>	Keyboarding/ Computer Applications Business Math	Office Technology		Shasta College AA in Business Administration
<i>Transportation</i>		Auto Tech (WVHS)	*ROP Campus Auto Tech	Shasta College Automotive AA Degree and Certification
<i>Education, Child Development and Family Services</i>	Life Skills Leadership	S.H.O.P. Psychology IA Careers with Children		Shasta College AA Degree in Early Childhood Education
<i>Health Science and Medical Technology</i>	*Patient Care Tech 1	*Patient Care Tech 2	*CNA Program Dental Assisting	Shasta College LVN/RN program ROP RDA Program
<i>Information Technology</i>	Keyboarding/Computer Applications	Cisco	*A+ Certification	Shasta College AA Degree CIS and Networking
<i>Public Services</i>		*Fire Fighting Year I Administration of Justice	*Fire Fighting Year II *Adv Administration Of Justice *Cosmetology *Property Maintenance	Shasta College Fire Academy Butte College Police Academy

***NOT AVAILABLE UNTIL JUNIOR OR SENIOR YEAR.**

INDIVIDUALIZED CAREER AND ACADEMIC PLAN

This four year program is designed to help students gain direction toward careers of their choice. West Valley High School uses a variety of tools to help gain knowledge about them and the variety of careers that are available to them. Students will be required to complete an array of activities in their English classes (all four years) to guide them in choosing a career or occupation. This information will culminate in a Career Portfolio their senior year. Additionally, evening meetings are scheduled for parents and students to discuss the finer points of post-graduate admission policies, scholarship, and financial aid. Below is an outline of the activities at each grade level.

Year	Activity	Purpose
<u>Freshman</u>	<u>INTEREST SURVEY / EXPLORE PATHWAYS</u>	The Career Technician and guidance counselors will visit all freshman English classes to discuss the available resources in the career center and to emphasize the importance of setting goals towards post secondary education. They will be introduced to the “Choices” program, and explore selected occupations based on their work values and interests. The career unit will culminate with the students reflecting on their personal values and goals and writing a letter to them entitled “To Dream”. This letter, regarding their plans for the future, will be kept for them and returned to them their senior year
<u>Sophomore</u>	<u>CHOICES INTERVIEWS</u>	An introduction to the use of the CHOICES data base will be investigated. Information relating to several occupational opportunities will be explored with emphasis on each student’s interests and abilities. Students will take an interest assessment based on the Holland Codes to help them identify potential careers and research a career of their interest. Students will use their search to create a brochure on their chosen career. Information is shared with parents as part of the Evening Sophomore Counseling Program. Students will start an electronic portfolio to track their accomplishments, activities, awards and interests for the remainder of high school.
	<u>SOPHOMORE COUNSELING APPOINTMENT</u>	A 30-minute conference will be schedule between parents, student and counselor to discuss career plans, academic progress and course of study for the junior and senior year.
<u>Junior</u>	<u>KEIRSEY/TRUE COLORS RESUMES</u>	Students will review the CHOICES interest and ability inventories from their career portfolios and compare them with a personality inventory they will take similar to the Meyers-Briggs. Based on the information gathered they research occupations / careers that match their ability, interest, and personality type. Additionally, students will look at college majors and post-secondary schools that provide training in their chosen field. They will complete the construction of a resume and cover letter based on their natural skills and talents as well as prior work experience.

PSAT

The Preliminary Scholastic Aptitude Test is used to determine the level of readiness for post-secondary education. This test is offered in October and is strongly recommended for 10th and 11th grade college bound students. It is an excellent warm up for the SAT and offers a complete analysis of individual answers and scores. Students are able to keep the results of the PSAT as a study guide.

ASVAB

The Armed Services Vocational Aptitude Battery career exploration program will be offered to all interested juniors in December. It identifies student skill levels and abilities as they begin to enter the adult world of work and indicates where they may have the most success.

BEYOND HIGH SCHOOL

An October evening meeting for parents and junior and senior students will be held to familiarize them educational options beyond high school. The scholarship application and financial aid process for post-secondary educational opportunities are also explained.

COLLEGE QUEST

This is a night in the fall of each year at the Redding Convention Center where students and their parents may visit with representatives from 40 or more post-secondary trade and business schools, colleges, universities and the military and attend workshops on financial aid and college admissions.

Senior

BEYOND
HIGH
SCHOOL

An October evening meeting for parents and will be held to familiarize them educational options beyond high school. The scholarship application and financial aid process for post-secondary educational opportunities are also explained.

FINANCIAL AID
NIGHT

A January workshop will be held to help parents and students apply for financial aid from the federal and California State Government and colleges.

SENIOR JOB SHADOWING

All 12th graders will be afforded **two days** to visit a job site of their choice/interest so as to explore the work, details, and over-all environment of the selected profession.

SENIOR PORTFOLIO / RESUME

This will be developed in the English classes as a way to summarize student development, activities, and achievement for presentation to prospective employers and school admissions officers.

AUTOBIOGRAPHY

This will be developed in senior English classes; this is a narrative regarding the student's life experiences.

CAREER DAY

A career day is scheduled every other year, usually in the spring, involving all West Valley students. Students choose careers they show interest in, and attend presentations by people in the work force. Career choices made early in high school years affect future options. The single greatest limitation that most individuals face when selecting a career is a lack of information - about themselves, occupations, labor markets, and the skills necessary for various fields. Career Day helps to provide this information.

CONCURRENT ENROLLMENT EDUCATION OFF CAMPUS COURSES

Junior and senior students may want for personal reasons, or need for graduation purposes; to take additional courses at a different educational institution other than WVHS. All students must discuss their plans with their counselors before entering into such a program and complete the necessary forms, which authorize permission.

COLLEGE CONNECTION

The College Connection is an alternative education program conducted in partnership with Shasta College and participating high schools. The senior students selected will attend Shasta College on a daily basis, concurrently earning both high school and college credits.

These students will be required to enroll in three high school courses; American Government/Economics, English, and College Orientation/Study Skills/College and Career Education, plus two-to-four college courses per semester. Students will be required to meet regularly with an advisor to ensure acceptable academic progress toward graduation.

ALTERNATIVE EDUCATION CENTER

Seniors who need to repeat courses they have failed may take up to 2 classes or 10 units per semester at the Anderson Adult Education Center. Students must be enrolled full time at West Valley to take these classes. The center is open after school. Students must receive written permission from their counselor and the principal prior to enrollment and completion of course work.

SHASTA COLLEGE

Shasta College courses are available in the evening on the main campus or at Anderson Extended Education for high school and college credit pending minimum enrollment. Students who are interested need to see their counselor and are encouraged to request a course catalog, current class schedule or visit the Shasta College website for information regarding registration, related fees, and assessment testing. Interested students are required to file a concurrent enrollment petition, which includes principal's approval. Limited offerings of Shasta College courses may be available during the school day on the West Valley campus depending on the availability of instructors.

GRADUATION EXERCISES

West Valley High School conducts an annual graduation exercise for students who meet District and State graduation requirements. We encourage all students to participate in graduation. However, students have the right to elect not to participate in these exercises. If they choose not to do so, they must notify their counselor in advance.

Graduation is an important event for the students, the staff and our community. There are high expectations for appropriate student behavior. Students who participate must conform to graduation regulations. These regulations are mailed to senior parents in May.

Students who wish to graduate mid-year, may participate in the spring graduation, but must make their intentions known to their counselor at the time they finish their studies.

Graduation is held on the athletic field with unlimited seating to accommodate all of the friends and families of the graduates. In case of inclement weather, exercises are held in the gymnasium, and a limited number of tickets are issued to each graduate for admission.

Jostens provides services (for a fee) for the outfitting of caps, gowns, tassels, and provides announcements, as well as other graduation items for our students.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) Requirements for Athletes

Students who are planning to participate in NCAA Division I or II athletics must meet **the following minimum academic requirements** established by the NCAA upon graduation from high school:

1. The student must graduate from high school and have successfully completed 16 core courses [14 core courses for Division II] as listed below, have a core-course grade-point average (based on a 4.0 scale) and a combined score on the SAT or sum score on the ACT based on the core GPA/test score index. A copy of this index is available online at www.ncaaclearinghouse.net.
2. If you enroll in a Division I college and want to participate in athletics or receive an athletic scholarship during the first year, you must:
 - Graduate from high school
 - Complete these **16** core courses [14 core courses for Division II]
 - ✓ 4 years of English [3 years for Division II]
 - ✓ 3 years of math (Algebra 1 or higher)
 - ✓ 2 years of natural or physical science (including one year of lab science if offered by you high school)
 - ✓ 1 extra year of English, math or natural or physical science
 - ✓ 2 years of social science
 - ✓ 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy) [3 years for Division II]
3. Submit NCAA Clearinghouse form during junior or senior year. Further information is available from campus NCAA advisor, Mr. Shawn Martinez.

COLLEGE ENTRANCE REQUIREMENTS

Community College-California State University-University of California-Private Colleges

Students at West Valley High School can prepare for a future career in a variety of directions. It is most important that students and parents become involved in the selection of courses that are most appropriate to the student's needs and interests. The student may prepare for college, and thereby, prepare for a career. Students may seek training beyond the high school in occupational programs. Students may seek to concentrate on high school courses as a means in securing employment immediately after graduation. Counselors and teachers are prepared to discuss educational goals with students and parents. To assist you in thinking about college, we are listing the entrance requirements for the major types of public and private institutions of higher learning in California.

THE COMMUNITY COLLEGE (Shasta College and others)

Each year Shasta College works closely with the counseling staff at WVHS to provide a smooth transition for those seniors that choose to attend our community college. Starting in February and continuing through the spring, Shasta College counselors make presentations to seniors and contact them by mail as well (registration materials and guidelines). Shasta College also schedules the required English assessment tests on our campus after school during the month of February (location TBA). Seniors are strongly encouraged to go through the registration process even if they intend to go to another college. Shasta College has articulation transfer agreements with many California colleges including California State University, Chico, and the University of California, Davis. Students who achieve average to above average grades will transfer smoothly into these major four-year schools.

FIVE STEPS YOU MUST TAKE TO GAIN ADMISSION TO A COMMUNITY COLLEGE:

1. You must apply for admission
2. You must be assessed in English
3. You must see a community college counselor
4. You must attend a community college orientation session
5. You must send your high school transcript to the community college

UTRAC: If you meet the entrance requirements to the University of California and/or the California State University system, sign up for the **UTRAC** when you meet with your Shasta College Counselor. This program is designed to help students complete all general education requirements in a two (2) year period. The application process for the program usually starts in January.

ENTRANCE REQUIREMENTS TO CALIFORNIA STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA

California State Universities and Colleges have 23 sites throughout California and admit the upper one-third of California high school graduates. Students must show an appropriate high school grade average and test scores. State universities require the ACT or SAT I Entrance Examination and an adequate grade point average. Students should see their counselors for current requirements at their chosen college.

Requirements for admission to the California State University System:

The CSU and UC systems have identical course requirements. They have different grade point average and test score requirements.

Graduation from an accredited high school and the following **a-g** minimum course requirements:

- | | | |
|-----|--|-------------------|
| (a) | History | 20 semester units |
| | (one year of U.S. History and one year of world history) | |
| (b) | English | 40 semester units |
| (c) | Mathematics | 30 semester units |
| | (Algebra, Geometry, Algebra 2) | |
| (d) | Laboratory science | 20 semester units |
| | (one year of either Biology C or Ag. Science 2C and one year of either Chemistry or Physics) | |
| (e) | Foreign language | 20 semester units |
| (f) | Visual and Performing Arts** | 10 semester units |
| (g) | Advanced course (college prep) | 10 semester units |

These are minimum requirements. Students are encouraged to take as many extra courses possible to increase their chances of acceptance.

The University of California has 10 sites (nine accept freshmen) throughout California and enrolls the top twelve percent of California high school graduates.

Test requirements

- The ACT with writing or the SAT Reasoning examination (critical reading, mathematics and writing)
- Two SAT II subject tests in two different subject areas: History/Social Science, English Literature, Math 2C, Laboratory Science, or Language other than English.

Course requirements for admission to the University of California System (UC)

The CSU and UC systems have identical course requirements. They have different grade point average and test score requirements.

Graduation from an accredited high school and the following **a-g** minimum course requirements:

- | | | |
|-----|--|-------------------|
| (a) | History | 20 semester units |
| | (one year of U.S. History and one year of world history) | |
| (b) | English | 40 semester units |

- | | | |
|-----|--|-------------------|
| (c) | Mathematics
(Algebra, Geometry, Algebra 2) | 30 semester units |
| (d) | Laboratory science
(one year of either Biology C or Ag. Science 2C and one year of either Chemistry or Physics) | 20 semester units |
| (e) | Foreign language | 20 semester units |
| (f) | Visual and Performing Arts** | 10 semester units |
| (g) | Advanced course (college prep)* | 10 semester units |

These are minimum requirements. Students are encouraged to take as many extra courses possible to increase their chances of acceptance.

Electives to be chosen from the following subject areas: History, English, Advanced Mathematics, Social Science, Fine Arts, Laboratory Science, and Foreign Language (third year of same language, or two years of a second language). Only certain courses fulfill this requirement. Check with your counselor to make sure you take the correct courses.

* Talk to your counselor to find out which classes fulfill this requirement

** Art, Drama, Ceramics, Dance, Imaging or Architectural Drawing.

PRIVATE COLLEGES & OUT-OF-STATE COLLEGES

There are many independent colleges and many others associated with religious groups. Each school has its own entrance requirements. Students who plan to attend a private college should follow the college preparatory program. Counselors will assist students in obtaining entrance requirement information for a specific college. The same procedure should be followed if a student plans to attend an out-of-state college either public or private.

DRIVER'S EDUCATION AND DRIVER'S TRAINING

Completion of both courses is necessary for the safe operation of motor vehicles and is necessary to qualify for a driver's license at the age of 16. An individual must wait until the age of 18 if both courses are not satisfactorily completed. Individual arrangements must be made by students with private agencies to acquire education and training. **Driver's Education and Driver's Training** – The Driver's Education curriculum is included in the freshman Personal Growth class. In addition to the driver's education curriculum, parents and students are encouraged to attend a CHP Start Smart class. There is no behind the wheel driver's training program offered at West Valley High School. Individual arrangements must be made by students with private agencies to acquire behind the wheel training.

PHYSICAL EDUCATION

PE Credit for CIF Sanctioned Sports

With the exception to the final semester before graduation, students who participate in extra-curricular CIF-sanctioned sports and complete a full season in the sport as determined by the principal, or designee, shall receive 5 credits of PE, or elective credit, for the participation in the sport. No more than 10 credits shall be allowed for any one academic year. A letter grade shall not be given for such participation. Credit earned for participation shall be entered on the transcript as either 'credit or no credit/ pass or no pass.'"

It should be noted that students will still be required to schedule PE until they have passed the California State Physical Fitness Test which is given in the spring of each year.

Physical Education Requirement

Only students passing the physical performance testing administered in the 9th grade may be granted exemption from courses in physical education for two years any time during grades 10 to 12, inclusive (Education Code 51241). Starting with the Class of 2010, all students will be required to pass the state required physical performance testing. Students failing to meet the state requirement will be required to take a physical education class until they have passed it.

The physical performance testing may be administered to pupils in grades 10 to 12, inclusive. A student who passes this physical performance test in any of grades 10 to 12, inclusive, is eligible for the exemption (Education Code 51241).

HIGH SCHOOL LEADERSHIP ACADEMY

Description: This program, sponsored by the Shasta County Office of Education, is a two-tiered process for gaining experience and skills in leadership, working with children, teaching, and public speaking. Students are eligible to apply for Tier 1 as a cabin counselor at Whiskeytown Environmental School. Students who successfully complete Tier 1 with an excellent evaluation are eligible to apply for Tier 2. Tier 2 involves serving as a camp counselor at one of the Shasta County Office of Education run spring/summer camp programs (i.e. Whiskeytown Environmental School, Schreder Planetarium, Camp Latieze, etc). Students will earn 5 elective units upon completion of both Tiers.

Prerequisites: Students must complete an application for a Whiskeytown Environmental School counselor. Open to students 16 and older.

SPECIAL EDUCATION

The Special Education Program includes both Special Day (SDC) and Resource Specialist (RSP) classes. The program offers individualized instruction for students who have identified learning handicaps. An Individualized Education Program (IEP) team constructs a placement plan in accordance with federal and state mandates. The special education department offers a modified pathway through the state mandated Algebra requirement to ensure the opportunity for all students comply with this graduation requirement.

RECOGNITION PROGRAM

Principal's List – Honor Roll

For honor roll distinction, a student must earn a 3.5 G.P.A. on the 1st semester and 3rd quarter of the present school year. Students receive a letter and a wallet-size Honor Roll card from the principal. The Principal's List is printed in the local newspaper. Students and their families are also invited to the annual Academics Awards Program in May.

Academic Letter

A student has the opportunity each year to earn an Academic Letter. In order to qualify for the prestigious award, the student must receive a minimum 3.50 G.P.A. on the 1st semester and 3rd quarter of the present school year.

Bronze, Silver and Gold Pin

Students may earn additional recognition each year after the Academic Letter award by receiving a pin which may be attached to the letter. Students who earn an Academic Letter as a freshman can earn all awards by their senior year.

Scholar Athlete Shield and Pin

A student who played a varsity level sport and maintained a minimum 3.5 G.P.A. on the 1st semester and 3rd quarter is awarded the Scholar Athlete Shield. A varsity athlete may earn additional recognition each year by receiving a pin which may be attached to the shield. Students, who play a varsity level sport as a freshman and continue to participate at the varsity level, can earn all awards by their senior year.

CLASS RANKING

Class rank for all district students will be determined from a weighted GPA.

GRADUATION WITH DISTINCTION

Graduation with Distinction replaces the traditional Valedictorian and Salutatorian awards. This program allows us the opportunity to recognize more students who have challenged themselves and excelled in high school. Any student who has earned a cumulative weighted GPA of 4.0 or higher for seven semesters will be recognized at graduation as a distinguished student.

GRADUATION SPEAKERS

In addition to the senior class president and the ASB president, up to two additional students (with an option for a third speaker) from the senior class will be chosen to speak at graduation.

A panel of judges consisting of five people will judge the speeches and determine those students who will give graduation speeches. A rubric will be developed to judge the speeches. The judges are:

- 1) A senior English teacher
- 2) A second senior teacher
- 3) Assistant Principal in charge of counseling
- 4) Two senior student government representatives

Students with a cumulative weighted GPA of 3.5 or higher are eligible to try out. After first semester grades are posted all eligible students will be notified about the speech tryouts. Students will be informed of the guidelines for the speeches as well as the tryout dates.

HONORS AND ADVANCED PLACEMENT PROGRAM

Available to West Valley students is our most rigorous academic program, the 9th & 10th grade Honors English Program and the 10th, 11th and 12th grade Advanced Placement courses of study. Students are rapidly paced through their coursework and spend more hours in study than students in the regular college preparatory program. Students who qualify, enroll, and complete this coursework have shown a 95% success rate of graduation at major universities and colleges. AP and Honors definitely prepares students

for success in college! At the junior and senior levels students take Shasta College courses in addition to Advanced Placement Courses.

These classes are significantly more challenging and require more homework time than regular classes. Students who have part time jobs need to limit their work hours to allow enough study time to be successful.

During the freshman year, teachers in the English and social studies classes observe their students for suitability to the program. Within the first semester, students are recommended for consideration. Their academic progress is further examined throughout the remainder of the school year. Those students are recommended for the Advanced Placement program. Students can also request admission to Advanced Placement classes.

COURSES OFFERED

- +English 1 Honors
- English 2 Honors
- AP Biology
- AP World History
- *US History 17A & 17B
- AP Calculus
- AP Spanish 4/5
- *POLS 2
- *Psych IA

+ Does not receive an extra grade point

* Shasta College Course (if available)

The course work is interesting, exciting, extensive, and strenuous. Students are monitored closely. Parents are contacted when a student begins to have difficulties. Students, as a general rule, must keep a "B" average in each course in order to remain in the course of study. Students enrolled in English 10 Honors and AP classes will be given an extra grade point toward computing their grade point average. This is often referred to as the "*weighted*" grade point average.

GRADE	REGULAR SYSTEM	AP SYSTEM
A	4	5
B	3	4
C	2	3
D	1	1
F	0	0
CR	0	0
NC	0	0

Students receiving a grade below a C- will not receive an extra grade point.

The *weighted* grade point average will be used in applications to colleges and on some scholarship forms.

West Valley students may be able to take AP classes on-line when classes are not available because of low registration. The courses offered may vary from year to year. The information regarding on-line AP classes is available from the counseling department.

At the end of each year, students have the option of taking Advanced Placement examinations, which if passed, will count as college credit in most colleges and universities throughout the United States. It is entirely possible for a student involved in this program to enter a college or university with one-half to one full year of credit toward graduation, saving hundreds, if not thousands of dollars in college costs.

The cost of each test is approximately \$80.00. Students from low-income families can take the tests for a minimal cost. Last year the cost was \$5.00 per test with verification of low-income status.

Colleges and universities, especially the University of California campuses, examine a student's transcripts for these courses. Success in these courses provides a significant influence in the selection of students by these schools where competition for admission is very intense.

WEIGHTED GPA WORKSHEET (for students with Honors/AP courses)

Follow the directions below to help you determine how to calculate your weighted GPA. You may need a copy of your course transcript, which you can obtain from the registrar or your counselor.

1. Count the number of semester courses of Honors/AP classes that you have completed and separate them into semester grades of A, B, C, D and F.
2. Count the number of semester courses of REGULAR classes that you have completed and, as well, separate them into semester grades of A, B, C, D, and F.

HONORS/AP COURSE WORK

_____ semesters of A	x	(5.0 grade points) = _____
_____ semesters of B	x	(4.0 grade points) = _____
_____ semesters of C	x	(3.0 grade points) = _____
_____ semesters of D	x	(1.0 grade points) = _____
_____ semesters of F	x	(0.0 grade points) = _____

REGULAR COURSE WORK

_____ semesters of A	x	(4.0 grade points) = _____
_____ semesters of B	x	(3.0 grade points) = _____
_____ semesters of C	x	(2.0 grade points) = _____
_____ semesters of D	x	(1.0 grade points) = _____
_____ semesters of F	x	(0.0 grade points) = _____

_____ TOTAL SEMESTERS	TOTAL GRADE PTS _____
(HONORS/AP + REGULAR)	(HONORS/AP + REGULAR)

TO GET YOUR WEIGHTED GPA, DIVIDE YOUR TOTAL GRADE POINTS BY YOUR TOTAL SEMESTERS.

(Total Grade Points ÷ Total Semester Credits = Weighted GPA)

STUDENT STUDY TEAM

Students who demonstrate behavior such as truancy, defiance, substance abuse, conflict with students and teachers, or are deficient credits because of failed classes become a subject of the Student Study Team (SST). The SST is composed of counselors and administrators who meet monthly to discuss students who display these issues. It is the responsibility of this committee to consider placement of the student at an alternative education site within the district.

LINK CREW

Link Crew is a program which links successful juniors and seniors with incoming freshmen. During freshmen orientation Link Crew members meet their eight to ten freshmen “links” and take them through activities to get to know other students and learn strategies for being successful at West Valley High School. During the year Link Crew members connect with their “links” the first two weeks of school as well as throughout the year. Link Crew members also go into the freshmen classes to do academic and social follow ups. The goals of the program include helping freshmen transition to high school, empower juniors and seniors as role models for freshmen, allow older students to instill the culture of the school to freshmen, and increase academic and social success for freshmen through support of their peers.

GEAR UP

GEAR EARLY AWARENESS & READINESS FOR UNDERGRADUATE PROGRAMS

GEAR UP is a five-year federal partnership grant sponsored by Shasta College to help students create a pathway to college/career success. In 2011 – 2012, GEAR UP will serve all and senior students. GEAR UP services include, but may not be limited to; field trips, tutoring, staff development, summer day camp, parent opportunities (Parent Institute), college information night, assemblies and guest speakers.

A STUDENT’S DAY

A regular school day at West Valley High School consists of six, fifty-five minute periods. Students attend one of two 30-minute lunch periods. Students are afforded 6 minutes to change classes. West Valley High School maintains a closed campus. Students are required to remain on the campus from the time they arrive in the morning, until school is dismissed in the afternoon.

SHOP

(Students Helping Other People)

This class consists of students who have a strong interest in helping their peers. Students will learn communication and helping skills such as active listening and paraphrasing in order to strengthen their communication with peers. Students will use the above skills to facilitate conflict resolution as well as one-on-one peer listening session. Students will also develop and lead class presentations and/or assemblies on subjects such as values, decision making, substance abuse, designer drugs, depression, suicide, and bullying. These presentations will be given to our three feeder schools as well as the freshmen personal growth classes.

CLUBS AND ORGANIZATIONS

The following list of clubs and organizations are available to you. Dates and times of meetings are announced in the daily bulletin. New clubs are formed to meet the interests of the student body. Students interested in starting a new club must form a group of at least 12 students. After finding a certificated sponsor, the group must write a club constitution and submit it for approval. Students are invited to become actively involved with clubs and organizations. Making contact with the advisor is the first step in joining a club. All school organizations, in order to remain active and recognized, *must do* the following:

1. Have a constitution and by-laws.
2. Keep books on financial status.
3. File a copy of the constitution, by-laws, and minutes of every meeting in the activities office.
4. Have a year calendar of events and duties.
5. Have a method of roll call which is recorded in the minutes.
6. Have a planned agenda for every meeting.
7. Call no special meetings except in an emergency.
8. Follow parliamentary procedure.

CLUB

ADVISOR

Aquila (yearbook)	Mrs. Debbie Chrasta
California Scholarship Federation (CSF)	Ms. Mary Lord
Cheer/Dance	Mrs. Toni Hillyard/Ms. Mindy Odell
Executive Council	Mr. Scott Fairley
Future Farmers of America (FFA)	Mr. Tom Vazquez
Key Club	Mrs. Sharon Carpenter
ROCK (Christian Fellowship)	Mr. Vazquez/Mr. Fitch
Link Crew	Mr. Tom Pasquini
National Honor Society (NHS)	Mr. Shawn Martinez
SHOP (Peer Helping Class)	Mr. Tom Pasquini
Student Council	Mr. Scott Fairley
3 – D (Don't Drop Dead)	Mr. Rob Swendiman

STUDENT GOVERNMENT AND ACTIVITIES

All Student Body and Class Officers are elected annually. In order to be a candidate for an office, a student must exhibit good citizenship, maintain a 2.0 GPA and complete a petition with 50 student signatures. The Student Council meets monthly during the school day.

Each year students are able to purchase student body activity stickers, which are placed on their student body cards. The sticker sales are a major source of revenue for student body programs. The cost is \$20 (subject to change) and it allows the holder free admission to games and reduced admission to dances. There can be as much as a \$150 savings if a sticker is purchased at the beginning of the school year.

CAFETERIA

The cafeteria offers breakfast and lunch at a reasonable price. The items to be sold for breakfast include bagels, energy bars, jerky, cereal, pizza, breakfast burritos, cinnamon rolls, peanuts, juice, and milk. The items to be sold for lunch includes pizza, pasta, teriyaki chicken with rice, sub sandwiches, cheeseburgers, chicken sandwiches, milk, juice, Gatorade & water. Soda has been eliminated due to health concerns. Weekly or monthly lunch tickets may be purchased in the school cafeteria office before school or the last 15 minutes of each lunch period. A new pay-point system reduces the stigma and increases participation in the free and reduced meal program. Application forms are provided in the attendance or cafeteria offices.

BUS TRANSPORTATION

Those students who live more than two miles from the school campus have the opportunity to use bus transportation. **Bus privileges maybe suspended or revoked for students not following the district rules regarding appropriate behavior** (If a student does not attend school during his suspension due to transportation issues then these absences will be unexcused and subject to SARB ramifications). All other students must provide their own transportation. Students will receive updated bus information before school begins. If you have any questions related to pick-up sites, scheduled times and etc., please call Shasta County Office of Education Transportation at 225-0340. For questions related to any other problems, please call West Valley High School at 347-7175.

NOVA NET

Nova Net is an on-campus credit recovery program offered to students grades 10-12. Students work independently in a computer lab setting on standards-based, interactive curriculum specific to their needs. Nova Net is utilized to help students recover lost credits, increase graduation rates and reduce dropout rates. Students, except for seniors, must have at least two classes to make up in order to be in Nova Net. **Sophomores, juniors and seniors who are behind 10 or more credits MUST take Nova Net in place of an elective.**

Nova Net offerings are subject to funding.

The Anderson Union High School District has approved a 5 period day for some of our seniors. In order to qualify for this shortened day, your student must have 180 credits by the end of this school year. With written permission from the parent, a senior may take a 5 period day. They would either start school at the beginning of second period or finish school at the end of 5th period. Seniors taking a 5 period day will need to pass all of their classes their senior year to earn the required 230 credits necessary to graduate with their class from West Valley High School.

GENERAL COURSE OF STUDY

Every student will be enrolled in one of the following two courses of study:
General Vocational or College Preparatory.

-ENGLISH-

Graduation Requirement

Forty (40) units of English are required for graduation. Students begin their study of English by enrolling in English 1 their freshman year. Some students are asked to enroll in an honors class (see criteria for admission within the description of English 9 H).

All students accepted at any campus of the California State University system or the University of California systems are required to have four years of approved high school English.

Instruction in English classes is organized around a central core of literary works. The instruction includes the teaching of fundamental human, ethical, cultural, and political values as well as reading, writing, listening, speaking, and thinking skills at all grade levels.

Students who fail their 9th grade English class must arrange to make up that course(s) during the following summer school session.

Ninth grade students are placed in their English classes by the recommendation of their eighth grade teacher and their California Standards Test scores (CST). Every effort is made by the staff of the junior and senior high schools to make an English placement that will challenge but not overwhelm the student in his/her first year of high school.

English Lab I

2 semesters, grade 9

This course supports students concurrently enrolled in English 1, but is individualized to the needs of its students. Students who qualify for the federally funded Title 1 English (California Standards Test scores) tutorial will be placed in this concurrent class until they are ready to

advance to the next level of English. This course may be repeated for credit until these areas are successfully completed.

English 1

2 semesters, grade 9

This course involves the study of four literary forms: poetry, non-fiction, drama and short stories. The teaching of composition is literature-based, that is, writing is based on what literature students experience through reading, hearing, or seeing. This course, if failed, may only be repeated in summer school, not during the regular school year.

English 1 Honors

2 semesters, grade 9

This course is identical to English 1 except that students experience a greater degree of depth due to their exceptional, well-developed skills in language.

Placement Criteria: *Good grades, diligent work ethic, teacher recommendation and standardized test scores, namely the STAR, CST.*

English Lab 2

2 semesters, grade 10

This course supports students concurrently enrolled in English 2, but is individualized to the needs of its students who are performing at basic or below basic level. Students who need additional instruction to master basic skills will benefit from this course. Students will be placed in this class based on their scores on ninth grade reading and language arts standardized tests (CST) and/or teacher recommendation. Emphasis will be put on improving writing and literature skills to bring students up to grade level. This course may be repeated, with approval from administration until these areas are successfully completed.

English 2

2 semesters, grade 10

The sophomore English course is designed to give students a basic foundation in literature, writing, speaking, and critical thinking. The curriculum is based on the guidelines of the state framework, with an emphasis on a survey of the four genres of literature (short story, poetry, novel, and drama) and an intensive course in improving writing, both creative and expository.

English 2 Honors

2 semesters, grade 10

Honors English is a course in which students receive instruction in reading, writing, speaking, analysis, and critical thinking. Using Holt, Rhinehart and Winston Literature and Language Arts, students experience a variety of works in the basic genres; short stories, poetry, drama and the novel. This book is supplemented by a wide variety of works from throughout the world of literature encompassing works from many different countries of the world. Much of the writing in class is done in response to the literature and following the Writing Process approach as suggested by the state framework and the Northern California Writing Project. Instruction in grammar, spelling, vocabulary and usage are incorporated into the teaching of the writing process.

Placement Criteria: *Good grades, diligent work ethic and teacher recommendation.*

English 3

2 semesters, grade 11

This course will include: 1) listening and reading skills; 2) basic grammar, punctuation and spelling; 3) vocabulary development; 4) writing analysis essays, both inside and outside of class; and 5) skills of oral communication. As well, the goal of this course is to expand the student's involvement with, and to assist him/her in developing a functional understanding of the experience of literature. Selections of American literature to be studied will be chosen from the areas of the novel, short story, drama, poetry, and essays.

English 4

2 semesters, grade 12

English 4 integrates the direct and rigorous ongoing application of all aspects of effective language arts skills. The primary focus is an intensive survey of British Literature. Students also continue to review and master the elements of grammar, punctuation, mechanics, usage, and effective writing skills. Oral language skills are also taught with an emphasis on clarity in thinking and speaking. Students also engage in the completion of a Senior Project, which serves as the culmination of all of their language skill, as well as the integration of many of their academic subject areas.

AP English Composition

(Offered alternate years – starts 2011-2012)

2 semesters, grades 11-12

The AP English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Because students live in a highly visual world, we also study the rhetoric of audio/visual media such as photographs, films, advertisements, comic strips, blogs, podcasts, and music videos. In concert with the College Board's *AP English Course Description*, this course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by ...the Modern Language Association (MLA)."

Our concentration is on American Literature for our close textual readings. Many readings refer to rhetorical styles and strategies and the use of literary elements for college writing.

**AP English Literature
(Offered alternate years-starts 2012-2013)**

2 semesters, grades 11-12

AP English Literature and Composition is designed to be a college/university-level course, thus the “AP” designation on a transcript. This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course. As a culmination to the course, you will take the AP English Literature and Composition Exam given in May (required). A student who earns a grade of 3 or above on the exam may be granted college credit at most colleges and universities throughout the United States.

Students learn to carefully read and critically analyze imaginative literature. To understand the way writers use language to provide meaning and pleasure. To consider a work’s structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. To study representative works from various genres and periods (from the sixteenth to the twentieth century) but know a few works extremely well; to understand a work’s complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form. To consider the social and historical values a work reflects and embodies. To write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry. To become aware through speaking, listening, reading and chiefly writing of the resources of language: connotation, metaphor, irony, syntax, and tone.

-SOCIAL SCIENCE-

Personal Growth

1 semester, grade 9

This class will be an overview of several important areas dealing with the development of teenagers. We will evaluate what it takes to be successful, have good communication skills and how to deal with change. We will also review studies and methods of self evaluation and improvement. Students will explore goal setting and develop positive habits to contribute to their personal success. Students will also examine their values and why they believe in those values.

Students will explore relationships, family dynamics and learn about ways to recognize and maintain social, emotional and physical health. Attention will be given to understanding sexually transmitted diseases and their prevention through abstinence. Healthy life choices will be promoted which includes nutrition, healthy eating choices, and nutritional effects on school performance. Students will learn about drugs, alcohol and tobacco, their use, abuse, effects and ways to avoid using all of them.

Geography

1 semester, grade 9

This is a semester course dealing with the general physical, cultural, and economic geography of the world’s seven continents. In addition, the curriculum includes a test on the states and capitals of the United States, eighty geographical facts and the capitals of fifty various nations around the world. The course helps prepare the student for future World and U.S. History courses.

Students who fail this course are expected to repeat it in summer school.

World History

2 semesters, grade 10

This class will develop familiarity with an understanding of major developments of world civilizations. The first 3-4 weeks include a brief overview of Ancient Greece, Rome, the Middle Ages, Renaissance, and the Protestant Reformation. Upon completion of this overview, the following units will be covered in a thematic/geographic approach: Western Europe in the Modern World, the Rise and Fall of the Soviet Union, Communist China and Modern Japan, Modern Latin America, Modern Africa, and the Modern Middle East. The course of study for each unit will cover the material from the past up to the present day, making connections as we travel throughout the history of this particular area.

AP World History

2 semesters, grade 10

In preparation for the Advance Placement examination, the purpose of the G.A.T.E./AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. Periodization forms the organizing principle for dealing with change and continuity from that point to the present. Students are expected to take the AP World History exam in the spring.

Prerequisite: *A or B in Freshman Social Science coursework, A or B in Freshman English coursework, or Social Science/English teacher recommendations*

U. S. History

2 semesters, grade 11

In this two-semester course, students will examine major turning points in American history in the twentieth century. During the year, certain themes (Civil War, World War II, Civil Rights Movement, Vietnam, and the Nixon Era) will be emphasized to help students gain an understanding of the movements, which have shaped American society. This course lays the foundation for the student to become an intelligent voter and bring a civil awareness to the student exploring the events that shaped America.

Psychology IA

2 semesters, grade 11, 12

Held at WVHS

This course is offered through Shasta College and provides an introduction to psychology as a science and as an applied field. The course provides an integration of physiological, cognitive, social-behavioral, psychodynamic, humanistic, cultural, and evolutionary perspectives. Topics include research methods, the nervous system, perception, consciousness, learning, memory, development, motivation, emotion, intelligence, stress, personality, abnormal behavior, social behavior, and psychotherapy.

American Government

1 semester, grade 12

This is a study of the structure and functions of our federal, state and local governments. The course will assist students in becoming active participants in democratic government. Particular emphasis is placed upon the practical applications of checks and balances, representative democracy, federalism, due process, civil rights, and civil liberties, the judicial system and voting behavior.

Economics

1 semester, grade 12

Economics is the study of how our world's finite resources are used to satisfy our society's unlimited wants. Concepts include supply and demand, wage and price determination, business organization, money and banking, and unemployment and urban problems. Emphasis is placed upon economic concepts while developing critical thinking skills through use of discussion and simulation.

U.S. History 17 A /Fall*

U.S. History 17 B/Spring*

1 semester, grades 11 & 12 **Held at WVHS**

This course is offered through Shasta College and is for Advanced Placement students who wish to earn concurrent enrollment credits while attending West Valley High School their junior or senior year.

Students who are interested need to see their counselor and are encouraged to request a course catalog, current class schedule or visiting the Shasta College website for information.

Prerequisite: *A or B in World History coursework, A or B in Sophomore English coursework, or Social Science/English teacher recommendations. AP students in good standing have priority.*

**Pending available instructor*

Political Science 2

2 semesters, grade 11&12 **Held at WVHS**

This course is offered through Shasta College and emphasizes the machinery of government as found in the American system. It examines the Constitutional framework and the functioning of government at national, state and local levels.

-MATHEMATICS-

Alternate Math Credit Available

1. A senior student may substitute a select vocational course for a math course with counselor approval. See list of courses available for alternative credit.

Ninth grade students are placed in their math classes by the recommendation of their eighth grade teacher. In order to enroll in Geometry, ninth grade students must pass a placement test given by the math department. Every effort is made by the staff of the junior and senior high schools to make a math placement that will challenge but not overwhelm the student in his/her first year of high school.

Tenth through twelfth grade students are placed by the student's performance in his/her present math course.

Algebra Readiness

2 semesters, grades 9-11

This course is designed to bridge the gap between arithmetic and algebra by teaching and reinforcing skills needed for success in algebra. The text is fully integrated with spatial temporal computer software which engages students who struggle in conventional math programs. This course follows California State Standard guidelines and the curriculum has been adopted by the State. Successful completion of Algebra Readiness allows the student to enroll in Algebra Essentials or Algebra 1 as recommended by the teacher.

Algebra Essentials

2 semesters, grades 9-12

This is a full year course in the topics of Algebra 1 which covers the topics outlined in the California State Standards. Topics include polynomials, graphing and solving linear equations/inequalities in 2 variables, systems of equations, functions, rational and irrational numbers, factoring and solving quadratic equations, simplifying and solving rational expressions, and problem solving. The course content satisfies the requirements of the State and District. Successful completion of Algebra Essentials allows the student to enroll in Algebra 1 or Geometry Essentials.

Prerequisite: *C- or higher in Algebra Readiness or teacher placement.*

Algebra 1

2 semesters, grades 9-12

This is a full year college prep course in the topics of Algebra 1. The same topics will be covered in this course as in the Algebra Essentials course. The pace of the course will be faster and the topics covered will be in greater depth. Additional topics may be included. Emphasis is on complex problem solving as a basis for success in upper level mathematics courses such as Trigonometry or A.P. Calculus. All college bound students are strongly recommended to take four years of mathematics.

Prerequisite: *C- or higher in Algebra Essentials or 8th grade teacher placement. Meets UC "C" requirement.*

Geometry Essentials

2 semesters, grades 9 - 12

This course covers the topics outlined in the California State Standards. Topics include inductive reasoning, proofs, constructions, similar and congruent triangles coordinate geometry, surface area and volume, right triangle trigonometry, polygons and analyzing circles. In addition, this course continues to reinforce those concepts learned in Algebra Essentials/Algebra 1. Student-owned scientific calculators (preferably Texas Instruments) are strongly recommended for this course.

Prerequisite *C- or higher in Algebra Essentials or teacher placement.*

Geometry

2 semesters, grades 9-12

This is a full year college prep course in the topics of Geometry. The same topics will be covered in this course as in the Geometry Essentials course. The pace of the course will be faster and the topics covered will be in greater depth. Emphasis is on logical reasoning, higher order thinking skills and complex problem solving as a basis for success in upper level mathematics courses such as Trigonometry or A.P. Calculus.

Prerequisite: *C- or higher in Algebra 1 or teacher placement. Meets UC "C" requirement.*

Algebra 2

2 semesters, grades 10-12

Algebra 2 is the third course in the college preparation sequence. This course covers the topics outlined in the California State Standards. Algebra 2 units build on material presented in Algebra 1. Students also work on such mathematical concepts as sequences, logarithms, inverses, and linear systems. Algebra 2 also contains units on probability and statistics. Student-owned graphing calculators (preferably Texas Instruments) are strongly recommended for this course.

Prerequisite: *C- or higher in Algebra 1 and Geometry. This class meets UC "C" requirement.*

Trigonometry/Pre-Calculus

2 semesters, grades 11-12

This course covers the topics outlined in the California State Standards. This course is an advanced course in the college preparation sequence. Some topics include graphing, functions, equations and inequalities, logarithms, sequences, and probability. This course is for above average students wishing to continue with higher education. Student-owned graphing calculators (preferably Texas Instruments) are strongly recommended for this course.

Prerequisite: *C- or better in Algebra 1, Geometry, & Algebra 2. Meets UC/CSU "F" requirement.*

AP Calculus

2 semesters, grade 12

This course covers the topics outlined in the California State Standards. AP Calculus is the first semester of a four- semester sequence covering differentiation of algebraic and trigonometric functions, and the application of integration. This course is designed to teach the student the basic concepts of calculus and is geared toward enabling the student to pass the AP Calculus test. Student-owned graphing calculators (preferably Texas Instruments) are strongly recommended for this course. **Students are expected to take the AP test in the spring.**

Prerequisite: *C- or higher in Algebra 1, Geometry, Algebra 2, & Trig/Pre-calculus.*

-PHYSICAL EDUCATION-

Physical Education 1, 2, 3

2 semesters, grades 9-12

This course is required for 9th & 10th grade students and is open to 11th & 12th grade students. Placement in Physical Education 1, 2, or 3 will be based upon the individual's level of physical preparedness. Relative strength/power, speed, endurance, mobility and flexibility will be assessed at the beginning of each semester and students will be correspondingly placed in levels 1, 2, or 3. Primary focus of physical education will be heightening each student's level of physical preparedness. Physical Education I will consist of improving the student's ability to manipulate their own body weight through callisthenic exercises. Physical Education II will continue to develop individual's body strength through more advanced calisthenics and dumb bell exercises. Physical Education III will focus on weighted calisthenics, dumb bells, and bar bell exercises. Physical Education I, II, & III will all incorporate speed and endurance training. All 9th grade students will also have an introduction to the state required First Aid and life saving techniques. All three levels will have components of team sports activities throughout the year.

Only students passing the physical performance testing administered in the 9th grade may be granted exemption from courses in physical education for two years any time during grades 10 to 12, inclusive (Education Code 51241). All students will be required to pass the state required physical performance testing. Students failing to meet the state requirement will be required to take a physical education class until they have passed it.

The physical performance testing may be administered to pupils in grades 10 to 12, inclusive. A student who passes this physical performance test in any of grades 10 to 12, inclusive, is eligible for the exemption (Education Code 51241).

Students who fail 9th or 10th grade P.E. must repeat 9-10 P.E. in their 11th or 12th grade year or complete needed credits in a summer school program.

Weight Training

2 semesters, grades 9-12

A course in weight training and general conditioning designed to acquaint the student with exercises, activities and use of muscles to perform specific tasks and to improve physical well-being.

-SCIENCE-

Alternate Science Credit Available

1. Ag. Science 1 meets the physical science requirement for graduation but is not a "d" approved science class through UC Pathways.
2. Ag. Science 2 C substitutes for Biology C

Biology

2 semesters, grade 9-10

This second year science course emphasizes the study of the living world. The students will explore living things and their interactions with the environment within the framework of these topics: biochemistry, the cell, genetics, evolution, microorganisms, invertebrates, and human biology. This course will involve lecture, lab experiences, demonstrations and problem solving activities.

Biology fulfills the life science entrance requirement for UC and CSU schools.

Prerequisite: Successful completion of Earth Science and recommendation from the Earth Science instructor.

AP Biology

2 semesters, grades 11-12

This course is designed to replace an introductory college-level course in general biology. Students taking this course can earn college credit for biology by successfully completing the course and by performing well on the Advanced Placement Exam in Biology taken in the spring. The course's units of study include ecology, the cell, genetics, evolution, microorganisms, and the structure and function of plants and animals. Students will also complete the 12 required Advanced Placement

Lab activities. **Students are expected to take the AP test in the spring.**

Prerequisite: Successful completion of Biology and Chemistry. An A in both of these courses is highly recommended. Teacher recommendation is also required.

Chemistry

2 semesters, grades 10-12

The central ideas of chemistry are introduced in the context of important issues related to energy and resources that confront all Americans at this time. A balanced use of lectures, small groups, demonstrations, hands-on activities, laboratories, computer technology, and video creates a lively, stimulating learning environment. Problem solving based on logic and physical evidence is emphasized. The topics covered include water, chemical resources, petroleum, food, nuclear chemistry, the atmosphere, health, and the chemical industry. Student safety is given first priority at all times.

Prerequisite: Successful completion of Biology C. Grades of "B" or higher in Biology C and Algebra are strongly recommended. Chemistry fulfills the physical science entrance requirement for UC and CSU.

Conceptual Physics

2 semesters, grades 9-12

This college preparatory course is designed to help students gain understanding of the principles of physics. Introductory lessons include the scientific methods, mathematics, and metric system measurements necessary for the course. The course continues with two to four week units on linear motion, forces, work and energy, rotational motion, fluid motion, molecular motion, wave motion (both light and sound), and electricity and magnetism. This course will be offered on even years if enrollment is sufficient.

Prerequisite: Successful completion of Algebra I. Physics fulfills the physical science entrance requirement for UC and CSU.

Physics Honors

2 semesters, grades 9-12

This is a trigonometry-based physics course designed to enhance a student's ability to

understand physics through mathematics, engineering and use of the scientific method. While the regular physics class is designed to investigate physics through the use of first-year algebra, Honors Physics will incorporate geometry, second-year algebra, and trigonometry in a more comprehensive look at the physics standards. In addition, a brief introduction to calculus will be used to explain the derivation of some physics formulas. Achievement in this course is predicated on the student's ability to use and solve complex equations/formulas, solve complex (multi-step) word problems, use language as a tool to express the findings of scientific research and laboratory results, as well as the design, manufacture, and explanation of the physics behind several project-based assignments. Honors Physics is designed to challenge those students with a strong mathematics background, who may be thinking of the science or engineering fields as possible future courses of study.

Prerequisite: Trigonometry recommended

-FOREIGN LANGUAGE-

Spanish 1

2 semesters, grades 9-12

This is a first-year, college-preparatory course in Spanish, which introduces students to the Spanish language and Hispanic cultures. Students who successfully complete the course will be able to express themselves in practical, real-life situations.

Prerequisite: Counselor Approval

Spanish 2

2 semesters, grades 10-12

This is a second-year, college-preparatory course in Spanish. Students will develop the skills necessary to produce and receive understandable messages. Spanish grammar, additional vocabulary, and the study of the culture of Spanish-speaking people will be covered.

Prerequisite: Spanish 1 with a "C" or higher or teacher approval.

Spanish 3

2 semesters, grades 11-12

A third-year, college-preparatory course in Spanish which is designed to further the students' knowledge of the Spanish language and culture and enables them to express themselves orally and in writing in practical, real-life situations, and comprehend Spanish reading selections.

Prerequisite: *Spanish 2 with a "C" grade or higher or teacher approval.*

AP Spanish 4

2 semesters, grades 11-12

This course will only be offered if there is sufficient enrollment. This is a fourth year, college preparatory course in Spanish that will expose students to a new language and culture. Students will develop critical thinking skills through cultural observations and language enrichment. Grammar will be presented as a means of transmitting a spoken or a written message as accurately as possible. Spanish level IV is a proficiency oriented curriculum in which students will learn to function as accurately as possible in situations they are most likely to encounter either in Spanish-speaking countries or with Spanish speakers in the United States.

Students are expected to take the AP test in the spring.

Prerequisite: *Spanish 3 with a grade C or higher.*

American Sign Language

2 semester, grades 10-12

This course will include the presentation of the manual alphabet approximately 1000 signs, the grammatical/syntactical rules of language as well as the cultural aspects of the deaf.

UC and CSU approval pending.

- BUSINESS-

Keyboarding/Computer Applications

2 semesters, grades 9-12

Students will learn the alphabetic and numeric keyboard using the touch-method on a computer.

Students will become knowledgeable in using a computer and preparing documents that are acceptable in format and error correction.

Students will learn computer applications common to personal and business use. The course includes the use of word processing, database, spreadsheet, and presentation software. Microsoft Office is used.

Business Mathematics

2 semesters, grade 12

Using the ten-key calculator as a tool, the student will learn to solve business problems, which require basic math concepts as a primary skill.

This course may be used as an alternate to meet the math requirement for graduation.

-INDUSTRIAL ARTS-

NOTE - Students taking shop classes may have to pay for materials for projects that they wish to keep.

Automotive Technology/Adv Automotive Technology

*2hrs/day, 10 units/semester,
grades 11-12*

This course provides students with the basic skills necessary to obtain employment in entry-level jobs of the auto mechanics field. All basic phases of automotive repair will be covered. Upon completion, the students will be able to accomplish minor repairs (i.e., brakes, tune-up, water pumps, etc.) on most vehicles.

Wood 1

1 semester, grades 9-12

In this course, students will learn the fundamentals of woodworking, including tool nomenclature, project layout, project design, material estimating, and basic drafting techniques.

Wood 2

1 semester, grades 9-12

Wood Technology will emphasize shop safety in the use of hand and power tools. Students will acquire hands-on experience in layout and construction of projects from wood. Students will learn joint construction, materials and terminology used in the wood industry. Students will be introduced to cabinetmaking, building construction, lamination, and lathe turning through various projects and written assignments. Students wanting to take advanced woodworking courses should take this class first.

Prerequisite: *Intro to Wood Technology with a “C” or higher*

Building Trades

*1 hour/day, 5 units/semester
grades 11-12, @ WVHS*

This course is an introductory course to provide students with skills and knowledge of the construction industry. The student will have instruction and hands-on experience in tools, materials, layout and basic skills in the areas of concrete, carpentry, plumbing, electrical, painting, insulation, drywall, and roofing. Job seeking skills, safety and basic math are also covered.

Prerequisite: *Wood Technology with a “C” or higher
Students will have to provide or pay for materials used.*

Drafting 1

2 semesters, grades 9-12

The student learns the fundamental use of drafting tools and develops basic drafting techniques and skills through elementary drawings. Computer aided drafting operations will be introduced and exploratory problems assigned.

Drafting 2

2 semesters, grades 10-12

This course continues the development of drafting knowledge, techniques, and skills through the use of more advanced drawings. Computer aided drafting operations will be performed with specialization in mechanical drafting problems.

Prerequisite: *Drafting 1 with a “C” or higher*

Architectural Design

*1 hour/day, 5 units/semester
grades 11-12, @ WVHS*

In this ROP course, instruction will be given in the following areas: elements of design, architectural history, technical drafting, sketching, modeling, architectural methods and showcase their creativity. The course will give students’ confidence in organizing ideas and the ability to work ideas into new and useful creations.

Meets CSU/UC Visual and Performing Arts requirement.

Prerequisite: *1 year of Drafting suggested*

Engineering 22 (Fall)

Engineering Graphics - 2 Units

1 semester, grades 10-12

This course is offered through Shasta College and is for students wishing to earn concurrent enrollment credits while attending West Valley High School. Engineering 22 is a study of the principles and techniques of technical drafting. The course teaches graphics as related to engineering design and problem solving.

Students who are interested need to see their counselor and are encouraged to request a course catalog, current class schedule or visit the Shasta College website for information.

Prerequisite: *A grade of C or higher in ENGL 270 or English Placement Level 4 or higher; and a grade of C or higher in MATH 220 or Math Placement Level 1 or higher. Satisfies graphic requirements for engineering.*

Engineering 29 (Spring)

Computer-Aided Drafting (CAD) - 2 Units

1 semester, grades 10-12

This course is offered through Shasta College and is for students wishing to earn concurrent enrollment credits while attending West Valley High School. Engineering 29 is a course with Basic AutoCAD as a tool for more efficient drafting and design development. This course

helps prepare students for the growing numbers of jobs that require CAD, both for its greater efficiency and for its computer data base drawings. The emphasis is on graphics with engineering applications.

Students who are interested need to see their counselor and are encouraged to request a course catalog, current class schedule or visit the Shasta College website for information.

Prerequisite: *A grade of C or higher in ENGL 280, or English Placement Level 5 or higher; and a grade of C or higher in MATH 220, or Math Placement Level 1 or higher*

Co-requisite: *Students must be concurrently enrolled in, or have completed, ENGR 22 with a grade of C or higher*

-HOSPITALITY-

NOTE- *Students taking Family and Consumer Science classes have to supply materials for projects they keep.*

Life Skills

1 or 2 semesters, grades 9-10

This course is designed to help students learn positive and productive ways of living and relating with others. This is accomplished by developing attitudes, knowledge, and positive communication skills necessary to cope as an individual, member of a family, and as a member of society. This class will also equip the student with the skills needed for successful day-to-day living. Fall semester subjects include personal management, foods, basic sewing and housing. Spring subjects include parenting, nutrition, foods and beginning clothing construction.

Culinary Arts 1

2 semesters, grades 11-12

This course will combine nutrition science with techniques of professional and preparatory cooking. Its focus will be on skills needed by entry-level kitchen personnel and an overall understanding of the joy of cooking. The units of study will include the teaching of basic cooking skills through protein, carbohydrates and

fat cookery. Additional units of study include food safety, sanitation, careers in food service as well as the introduction of some ethnic menus. This class will take some field trips, destinations change yearly. Uniforms are supplied and required.

Prerequisite: *Life Skills recommended.*

Culinary Arts 2

2 semesters, grades 12

Designed to further the basic skills acquired in the first year of Culinary Arts, this course focuses on skill development through independent work assisting the teacher in Culinary Arts courses. The student will prepare, execute and tear down class food demonstrations as well as perform monthly catering assignments. The first semester's curriculum will focus on the completion of extended food safety training. Each student will have the opportunity to take and pass the Food Safety Manager's Certification exam given by the National Registry of Food Safety Professionals. This exam fulfills the Public Health Code's requirement for restaurants to have a qualified food safety officer on staff during each shift. The second semester course work will focus on the organization, execution and documentation of an independent catering project. There will be approximately 2 hours per month of required outside work. A uniform on food prep days is required; this will be provided.

Prerequisite: *Culinary Arts and teacher recommendation.*

-FINE ARTS-

Visual and Performing Arts Department

NOTE- *Students taking Fine Arts classes may have to supply materials for projects they wish to keep.*

The West Valley High School Visual and Performing Arts Department (V.A.P.A.) consist of Fine Arts, Drama and Dance. The V.A.P.A. Department is proud of the diverse course offerings at West Valley High School.

Department members are committed to working together to provide young people the finest educational experience they can offer.

Art, Architectural Design, Ceramics, Dance, Drama, and Imaging all meet the California State University and University of California Visual and Performing Arts requirement for admission.

Art 1

2 semesters, grades 9-12

A beginning course designed to give students basic drawing techniques that include shading, perspective, figure drawing, and creative thought. Art history and the art movements that shaped it will also be covered.

Meets CSU/UC requirement for Visual and Performing Arts.

Art 2

2 semesters, grades 10-12

This advanced course involves extensive use of pencil drawing and painting techniques applied to art projects that are assigned or created by the student. An in-depth application of shading, perspective, color theory, and creative thought will be required. Students will also be required to learn artists, styles and movements that shaped art history.

Meets CSU/UC Visual and Performing Arts requirement.

Prerequisite: Art 1 with a grade of "C" or better or by permission of the art instructor.

Art 3

2 semesters, grades 11-12

This advanced course involves extensive use of painting and design techniques applied to art projects that are assigned or created by the student. Students in this course should have extensive skills in drawing, have intense interest in bettering themselves as artists and be self-motivated. Students should also have a good understanding of art history and the movements that shaped it.

Prerequisite: Art 2 with a grade of "B" or better or by permission of the instructor.

Beginning Dance

2 semesters, grades 9-12

This course provides students with the opportunity to gain knowledge in the art of dance as well as experience daily exercise. The class will cover dance's history and origin, cultural influences, and progress through a general exposure to all styles of dance. Students will be guided through daily practices in skills and technique, which will improve flexibility, muscle strength, coordination, and cardiovascular endurance. This will provide a foundation for lifetime health and fitness. This course also emphasizes development of movement skills, self-image, personal growth, and social development by providing various group projects and in-class presentations.

Intermediate/Advanced Dance

2 semesters, grades 10-12

This course will focus mainly on jazz dance choreography and performance. The course will progress from mostly teacher directed activities and then move toward more student-motivated creations. Throughout the course, students will develop a more intense emphasis on skills and technique than in the beginning course. All students in this class will be working on projects that will culminate in public performances such as school rallies, dance productions, and community events. These experiences will not only give the students opportunities for social interaction and collaboration, but they will provide a stronger sense of school and community involvement.

Choir

2 semesters, grades 9-12

This course is designed for students with a desire to sing but have little or no singing experience. This course will teach students how to sing, read music and perform. There is no audition. Students will perform in concerts and will develop an attitude of team work. All styles of music will be utilized. Freshmen through seniors can participate, and there is no cost.

Imaging 1/2

2 semesters, grades 11-12

Imaging is a one-year course with emphasis on photography as an art form. Students will learn to take, edit and manipulate photographs using traditional photographic concepts, techniques, and modern technology. Using the principles and elements of art and design, students will develop their ability to use, recognize, and evaluate the aesthetic qualities of their own work and that of others. They will also learn about the history of photography as an art form and how it relates to other aspects of their lives, past, present and future.

Meets the CSU/UC requirements for Visual and Performing Arts

Ceramics

(Materials Fee Required)

2 semesters, grade 12

Ceramics 1 involves the construction of various hard, brittle, heat-resistant, and corrosion-resistant materials from a mineral material such as clay and includes hand building, throwing, glazing, and the firing techniques applied to creatively develop ceramic art.

Meets CSU/UC Visual and Performing Arts requirements.

Beginning / Advanced Drama

2 semesters, grades 9-12

This course involves beginning-level work in acting, authorship of drama, and audience ethics, as well as extensive reading in traditional and contemporary dramatic literature. A real interest in theater and the performing arts is required. Advanced students will use beginning drama skills in leadership roles: writing, producing, and directing dramatic productions. Individual and class work in traditional and contemporary drama and theater arts is included.

Meets CSU/UC Visual and Performing Arts requirement.

-VOCATIONAL AGRICULTURE-

Ask your counselor about substituting required Science classes by taking Vocational Agriculture classes.

Agricultural Science 1

2 semesters, grade 9

This course is designed to give a student a basic understanding of plant, animal, and soil sciences. This course will also teach the Earth Science standards. Leadership skills and record keeping will be emphasized through involvement in F.F.A. Students will have the opportunity to have projects and compete in F.F.A. contests throughout the state. **This course meets the physical science requirement for graduation.**

Agriculture Science 2

2 semesters, grade 10

The goal of this course is to give university bound students of agriculture science the opportunity to explore agri-science in an accelerated and academically challenging atmosphere within the realm of the agriculture classroom. Subjects to be studied include plant science, animal science, animal physiology and anatomy, physical sciences, environmental science, genetics and proper laboratory procedures and analysis. In addition to the course work and assigned laboratory exercises, students will be required to complete projects outside of class. Students will also be given the opportunity to complete in FFA contests and leadership activities.

This course may be used as a substitute for 10th grade Biology C.

Meets the CSU/UC biological science requirement.

Prerequisite: C or higher in Agriculture Science 1.

Floral Design

*2 semesters, senior priority
grades 10 -12*

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangements, styles and techniques,

seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

Meets district requirement for Fine Arts.

Agriculture Mechanics 1

2 semesters, grade 9-10

This course is designed for first year mechanics students or as a basic course to precede all other agricultural mechanics' skills. Units may be taught in an order best suited to the instructor. Course includes: shop orientation and safety, hand tools, shop drawings, plans, materials, woodworking metal work, rope work, plumbing, painting, electricity, and individual project construction. Beginning welding will be stressed.

Agriculture Mechanics 2/Welding

2 semesters, grades 10-12

The course content includes the study of all phases of the welding process with electric arc welding, oxygen-acetylene welding and cutting. Metal Inert Gas (MIG) welding, Tungsten Inert Gas (TIG) welding, and Plasma arc cutting is used in the agriculture industry as well as metal sculpturing and western art. Instruction is conducted in inter-shield welding, plasma arc cutting, carbon welding, advanced technologies of metals and farm blacksmithing. The repair of farm machinery will be stressed, along with the design and fabrication of farm equipment, implements, livestock equipment, nursery equipment, etc.

Prerequisite: Ag. Mech. 1

Meets district requirement for Fine Arts.

Agriculture Mechanics 3/Fabrication

*1 hour/day, 5 units/semester
grades 11-12*

Agriculture Mechanics 3/Fabrication is an advanced welding course designed to enable those students who have had some form of basic Agriculture Mechanics to study and design advanced projects. This will include the reading of blueprint plans. Students will study the

maintenance and operation of M.I.G. welding processes, inter-shield welding, plasma arc cutting, carbon welding, and advanced technology of metals and farm blacksmithing. This course will enable students to fabricate projects with such quality to meet standards of Agriculture industries. The repair of farm machinery will be stressed, along with the design of fabrication of farm equipment, implements, livestock equipment, nursery equipment, etc.

Environmental Horticulture Science (Nursery/Landscape)

*1 hours/day, 5 units/semester
grades 11-12, @WVHS*

This program provides students with skills and knowledge necessary for introductory-level employment in the landscape maintenance industry. Practices of fertilizing, transplanting, pruning, mowing, watering, and all related activities as applied to landscape maintenance of homes, parks and highway planting are emphasized.

Agricultural Business/Economics

2 semesters, grades 11-12

This course is designed for advanced study of agriculture business opportunities and economics for students with an interest in agriculture by incorporating agriculture into the principles of economics, business management, and employability, and marketability of agricultural products. This course will help students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Life skills such as resumes, job applications, interview skills, and college scholarship applications will be included.

-SERVICE ELECTIVES-

Excellent attendance is important to maintain enrollment in service elective courses.

Yearbook

2 semesters, grades 9-12

Join the commitment to capture the year in photos and print by adding to your schedule the Yearbook class. Learn how to be a team player and work on a project that all students look forward to receiving at the end of the year. Learn how to interview people, create interesting designs, write captions, take photographs, set up pages for publication, and organize a marketing plan for the sale of the yearbooks.

Teacher requires an application

***S.H.O.P.**

(Students Helping Other People)

2 semesters, grades 11-12

This class will consist of students who have a strong interest in helping their peers. Students will learn communication and helping skills such as active listening and paraphrasing in order to strengthen their communication with peers. Students will use the above skills to facilitate conflict resolution as well as one on one peer listening sessions. Students will also develop and lead class presentations and/or assemblies on subjects such as values, decision making, substance abuse, designer drugs, depression suicide, bullying. These presentations will be given to our three feeder schools as well as the freshman social science classes.

(Teacher requires an application)

***Leadership**

2 semesters, grades 10-12

An elective course designed for students who wish to become involved in a position of leadership at school or in the community. Students will study the qualities of leaders and identify those qualities in themselves. They will learn the dynamics of committees, study the necessity of self-evaluation, become involved in community service outside of school, and study

the structure of successful clubs and organizations. Students will also plan and conduct West Valley's traditional student activities while striving to improve and add to them. It is imperative that all students elected to an ASB office enroll in the class. Other students may enroll only with instructor permission on a space available basis. Students must carefully plan their course of study each year in order to provide the opportunity to participate in ASB / Leadership. This course may NOT be substituted for social studies credit.

Prior approval from the teacher is required before enrolling. Please get the necessary form from the counseling office

Credit/No Credit

Student aide courses will be graded on a credit/no credit basis only. A student aide course will be assigned 5.00 credits for a "P" or "Pass" grade, and 0.00 credits for a "NC" or "No Credit" grade. Student aide courses are not included in the calculation of a student's grade point average.

***Library /Media Center Aide**

2 semesters, grades 10-12

Students must be able to work with other students and teachers and will receive instruction and training in the Library/Media Center in any or all of the following areas:

1. Processing and repairing textbooks.
2. The scope and function of the Dewey Decimal Classification System.
3. Filing materials.
4. The organization and function of the online card catalog.
5. The use of the online periodical databases and the maintenance of back files of periodicals.
6. The orderly arrangement of the books on the shelves
7. The daily circulation routines
8. Library book processing.

***Office Aide**

2 semesters, grades 11-12

Students will be assigned to one of the administrative offices on campus. Work will include typing letters and records, filing, alphabetizing and the use of the telephone and intercom, acting as an office receptionist, operating fax, assembling materials, and copy machines, running errands, etc. Students will be screened. They should name an alternate class at registration.

***Teacher Aide**

2 semesters, grades 10-12

Students will be used as aides to teachers. Students will work under the direction of department chairperson and/or teachers. Their responsibilities will involve clerical duties, assisting students and other activities related to the department. **Student must obtain a form and have it signed by the teacher in order to be enrolled as an Aide. The form is located in the counseling office.**

**May be repeated for a maximum of 20 units credit toward graduation.*

-REGIONAL OCCUPATIONAL - PROGRAMS (ROP)

ROP is a California State funded program offering high quality vocational and technical job training. ROP is open to all students but priority is given to juniors and seniors; searching for career paths and/or skills and experience required finding an entry level position in the work force.

Career Education Technician/Specialist

The Career Education Technician/Specialist promotes and coordinates the ROP program along with the counseling staff. The career tech is located in the Career Center near the library. Any student interested in enrolling in an ROP class should visit the Career Center.

Credits

- **High School Credits:** Five high school credits per semester are awarded for the successful completion of each five-hour weekly class; ten hours each week are awarded ten high school credits and fifteen hours each week are awarded fifteen high school credits.
- **College Credits:** Credit may be awarded for specific courses, which have been articulated with Shasta College.
- **Certification:** Some ROP classes provide training, which meets state requirements. For classes, which train a student toward a state certification, the applicant must also pass a state certification exam to receive full certification.

Administration of Justice

*3 hours/day, 15 units/semester
@ ROP Center, grades 11-12*

This class is designed to provide the basic skills and knowledge toward becoming a modern law enforcement officer. Crime causes and cures, and the history of law enforcement are taught. The course progresses to include complete information about modern law enforcement agencies at local, state, and federal levels as well as current information on our court systems. Also included is the teaching of certain hands-on skills used by officers: search and arrest techniques; handcuffing; hand-to-hand combat; and the use of firearms with actual firing range experience. An in-service training program is available which gives the student the chance to ride with local law enforcement officers. Students will become adept at note taking and lengthy lecture interpretation as well as showing certain physical abilities to perform those specific hands-on skills as instructed.

This course may receive Shasta College Credit

Administration of Justice - Advanced

3 hours/day, 15 units/semester

@ ROP Center, grade 12

This course is designed to advance students in the components of the criminal justice process in the United States, including learning past, present and future operation of criminal justice in the United States and to learn the unique vocabulary along with basis for critical understanding of criminal justice in this country. Students in the advanced class will have the opportunity to participate in community job experience in the administration of justice career areas. This class also includes an introduction to crime scene investigation. (Students will need own transportation to work site).

This course may receive Shasta College Credit
Prerequisite: 2 semesters of Administration of Justice

Careers with Children

2 hours/day, 10 units/semester

grades 11-12

This course provides entry-level job skill training for aide positions in infant care; day care, both home and center-based; elementary schools, grade K-3; and special education. The course offers excellent hands-on training for students desiring to enter the teaching field. The scope of the course covers assisting staff and students in learning activities, health, safety, and psychological needs of children, using and maintaining equipment and facilities, and clerical duties.

Cisco Academy

3 hours/day, 15 unit/semester,

@ ROP Center, grades 11-12

Quarter 1

This course is the first in a four course series designed to prepare students for the Cisco Certified Networking Associate (CCNA) Exam. Instructional materials developed by Cisco Systems are utilized for the course. The course covers the fundamentals of computer networking. Specific topics include: OSI Model, industry standards, networking protocols,

networking components and media, IP addressing, subnet masks, network topologies, LAN design, cables and jacks, power and noise, network installation, network management and troubleshooting, introduction to routing and routed protocols.

Quarter 2

This course is the second in a four course series. The course covers WANs and Routers, Router CLI, Router Components, Router Start-up and Setup, Router Configuration, IOS Images, TCP/IP, IP Addressing, Routing, Routing Protocols, and Network Troubleshooting. The course utilizes multi-media computer-based training materials plus hands-on lab experience with LAN switches and routers.

Quarter 3

This course is the third in a four course series. The course covers LAN Switching, Virtual LANs, LAN Design, IGRP protocols, Access Control Lists, Novell IPX protocol, and network management. The course utilizes multi-media computer-based training materials plus hands-on lab experience with LAN switches and routers.

Quarter 4

This course is the fourth in a four course series. The course covers WANs, WAN Design, Point-to-Point Protocol, ISDN, and Frame Relay. The course utilizes multi-media computer-based training materials plus hands-on lab experience with LAN Routers.

Prerequisite: Counselor approval

Keyboarding recommended but not required

A+ Certification

3 hours/day, 15 unit/semester

@ ROP Center, grades 11-12

This is an IT (information technology) training program that combines technical and work readiness curriculum with an Industry-recognized certification and the opportunity for real work experiences. The A+ curriculum prepares students to earn their A+ certification, a vendor-neutral credential that certifies the competency of

entry-level computer service technicians. The A+ certification covers a broad range of hardware and software technologies but is not bound to any vendor-specific products.

Student must provide own transportation.

Cosmetology

4 hours/day, Tues.-Fri. & 8 hours on Sat.

15 units/semester, grade 12

This course is designed to meet the training needs of those students wishing to take the Cosmetology State Board Examination to become a licensed cosmetologist. Sixteen hundred (1600) hours are required by the state to develop skills in many areas including: hairdressing, haircutting and shaping, chemical waving and straightening, hair coloring, facials, and manicuring.

Interested juniors should pick up an application in the career center by April 1st in order to get an interview for the program.

This course begins the summer before the senior year and students must provide their own transportation.

Firefighter Training

3 hours/day, 15 units/semester

@ ROP Center, grade 12

Fire training is designed to provide basic fundamentals and training skills for the fire service, including: fire suppression technique; equipment operations; emergency first aid; and rescue practices. The physical exercises and drills performed during the class will be done according to the techniques of instruction of the local departments - USFS, CDF, and IFSTA manuals. A CPR card and an Advanced First Aid card may be earned through this course. Students with specified skills will have opportunity for training in the community.

Transportation is provided.

Fire/Public Safety

3 hours/day, 15 units/semester

@ ROP campus, grades 11-12

First semester - students will be involved in Hazardous Materials Training/First Responders.

The purpose of the course is to educate emergency responders about the basic strategies of safeguarding their health and safety when work involves potential exposure to hazardous materials. They will be taught to detect substances, consult references, implement work practices, and become familiar with roles, responsibilities and safety precautions.

Second semester - they will participate in the First Responder – Emergency Medical Services (EMS) that meets the public safety standards. They will become familiar with the roles and responsibilities of the First Responder and how they work within the EMS system. They will also learn about incident Command Systems (ICS), Career placement & job placement skills. Students receiving an 80% or higher score on the classroom assignment will be eligible to receive certification. **Transportation is provided.**

Emerging Energy Technologies (EE Tech)

A Grant-Funded Partnership, grades 11-12

Are you interested in the environment and preparing for growing options in Green Careers in Renewable Energy Industries? Then E-Tech is here to help you. E-Tech students will have the opportunity to earn both high school and Shasta College credits through co-enrollment courses. The initial focus areas of the program will be Solar Energy Careers or Wind Power Careers. Bio-Fuels and Hybrid Technology will be added in subsequent years. Your counselor has a more in-depth brochure of the Emerging Energy Technology Pathways. Courses taught at Shasta College.

Office Technology

3 hours/day, 15 units/ semester

@ Anderson HS, grades 11-12

This course is foundational for any student interested in supervisory or management careers in the future, and students that want to be employable in the business office career field. Topics include professional business dress, business etiquette and protocol, professional phone skills and customer service, professional business letters, memos and e-mail, office

communication, workplace politics and personalities, handling conflict, creating a positive work environment, motivating employees, employee performance, coaching, counseling, and evaluating, interviewing prospective employees, and hiring and background checks. Students will also learn leadership development and management techniques. Students will receive classroom training and on-the-job training in local business offices.

Property Maintenance/Work Experience

2-3 hours/day, 10-15 units/semester

@ Anderson HS, grades 11-12

This course trains students to be conscientious employees with good work ethic. Students also learn to manage time and exercise good judgment.

Student must provide own transportation.

Student must be eligible for a work permit.

Restaurant Practices / Food Service Operations/Work Experience

2-3 hours/day, 10-15 units/semester

at Anderson HS, grades 11-12

Students will learn basic skills, both theoretical and practical, performed in dining room and kitchen restaurant operation. Training areas include food service facilities and equipment, quantity food purchasing and costing, skills in food preparation and service, health and safety regulations and practices. All students have the opportunity to work in the community during assigned school hours in a cooperative manner to gain on-the-job training. **A different version of this class is offered through the ROP Center.**

Student must provide own transportation.

Student must be eligible for a work permit.

Working Students

grades 11-12

Students who have paid positions that require them to leave school early and/or work longer hours must be enrolled in the appropriate ROP

class and adhere to rules and regulations of the ROP program. Space in this program is limited. Students must have a job and be eligible for a work permit to enroll in a work experience ROP class.

ROP Medical Careers

Students enrolling in this R.O.P. course may choose from a variety of health occupations as they are available (not all can be offered during a single year). All students must successfully complete the Medical Career Core before enrolling in a specialty class. The core provides information and skills common to all medical workers. Essential competencies are gained and a body of knowledge is accumulated which provides a foundation for movement into the occupationally specific courses.

All students: There are some costs involving a TB test, a Green scrubs uniform and finger printing fee. Now all students go through a physical.

Certified Nurse Assistant (CNA)

3 hours/day, 15 units/semester

at ROP Center, grades 11-12

A course designed to develop the skills necessary to provide long-term health care for patients and to provide emotional support for the families of those patients.

Transportation is provided for class and students that work at the hospital.

Patient Care Technician

3 hours/day, 15 units/semester

at ROP campus, grades 11-12

The purpose of this course is to provide instruction in medical terminology, patient observation principles, transportation of patients, hands-on training in technical and clinical services in the health field; e.g., laboratory work, physical therapy, radiology, respiratory therapy,

and EKG-EEG technology. Work is also available in the area of hospital admissions, maintenance of medical records, inventory management, linen care, purchasing, patient dietary needs, and basic instruction in anatomy and physiology.

Introduction to Dental Assisting

*3 hours/day, 15 units/semester
at ROP campus, grades 11-12*

Introduction to Dental Assisting includes orientation to the dental field, interpersonal relationships, anatomy and physiology, dental anatomy, microbiology and sterilization oral pathology, basic nutrition, first aid, pharmacology, radiology, anesthesia, and understanding of the dental office.

WEST VALLEY HIGH SCHOOL COURSE LISTING

~CORE CLASSES~

ENGLISH

English 1, English 1 Honors
English 1 Lab
English 2, English 2 Honors
English 2 Lab
English 3
English 4
AP English Composition
AP English Literature

SOCIAL SCIENCE

Personal Growth/Geography
World History
AP World History
US History
US History 17A/17B (Shasta College)
American Government/Economics
Political Science 2 (Shasta College)
Psychology IA (Shasta College)

MATHEMATICS

Algebra Readiness
Algebra Essentials
Algebra 1
Geometry Essentials
Geometry
Algebra 2
Trigonometry/Pre-Calculus
AP Calculus
Business Math

SCIENCE

Physics
Biology
Chemistry
AP Biology
Physics Honors
Ag Science 1, 2C

PHYSICAL EDUCATION

PE
Weight Training
Athletic Weight Training
Dance/Adv Dance

~CAREER PATHWAY CLASSES~

FOREIGN LANGUAGE

Spanish 1
Spanish 2
Spanish 3
AP Spanish 4
American Sign Language

INDUSTRIAL ARTS

Wood 1, 2
Building Trades
Auto Technology
Adv Auto Technology
Drafting 1, 2
Engineering 22 (Shasta College)
Engineering 29 (Shasta College)
Architectural Design

SERVICE ELECTIVES

Peer Resource (S.H.O.P.)
Peer Helping/Counseling
Yearbook
Leadership
Teacher Aide
Library/Media Center Aide
Office Aide

HOSPITALITY

Life Skills
Culinary Arts 1, 2

VISUAL & PERFORMING ARTS

Art 1, 2, & 3
Beginning Dance
Intermediate/Adv Dance
Imaging 1, 2
Ceramics
Drama/Adv Drama
Choir
Vocal Ensemble

VOCATIONAL AGRICULTURE

Ag Science 1, 2C
Floral Design
Ag Mechanics 1
Ag Mechanics 2/Welding
Ag Mechanics 3/Fabrication
Ag Business/Econ
Environmental Horticulture
(Nursery/Landscape)

GENERAL BUSINESS

Keyboarding/Computer Apps
Business Math

~ROP CLASSES~

Administration of Justice
Adv Administration of Justice
Fire & Public Safety
Fire Fighter Training
Medical Careers
CNA/PCT/Dental
Office Technology
Auto Technology
EETechnology
Restaurant Practice
Careers with Children
Cisco Academy
A+ Certification
Cosmetology
Property Maintenance
Adv Auto Technology

~SHASTA COLLEGE CLASSES~

US History 17A/17B
Political Science 2
Psychology IA
Engineering 22
Engineering 29

WEST VALLEY HIGH SCHOOL-Student Course Request-9th Grade

Student:

(Print Name)

<i>Last</i>	<i>First</i>	<i>Telephone Number</i>	
	<u>1st Semester</u>	<u>2nd Semester</u>	

- | | | | |
|--|--|--|--|
| 1. English 1, English 1H | | | |
| 2. Personal Growth/Geography | | | |
| 3. Math | | | |
| 4. Biology/Physics/Ag Sci I | | | |
| 5. PE - 9th | | | |
| 6. Elective Class/English Lab 1 | | | |

**** If it is not possible to assign all six classes you requested, your alternate will be chosen.*

If no alternate is listed, your counselor will assign one, which you will be required to take.

**** *EACH STUDENT MUST SELECT 2 ALTERNATES**

	Alternates		Alternates

California Standards Test (CST) score in ELA will determine need for English Lab 1 in place of elective.

****Teacher recommendation**

WEST VALLEY HIGH SCHOOL-Student Course Request-10th Grade

	SUMMER SCHOOL
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Student:

(Print Name)

<i>Last</i>	<i>First</i>	<i>Telephone Number</i>	
	<u>1st Semester</u>	<u>2nd Semester</u>	

- | | | | |
|---|--|--|--|
| 1. English 2/English 2H | | | |
| 2. World History | | | |
| 3. Math | | | |
| 4. Biology, Ag Sci 2, Chemistry, Physics | | | |
| 5. PE - 10th | | | |
| 6. Elective Class/English Lab 2 | | | |

**** *EACH STUDENT MUST SELECT 2 ALTERNATES**

	Alternates		Alternates

WEST VALLEY HIGH SCHOOL

Student Course Request

**SUMMER SCHOOL
NEEDED**

11th grade

Student:

(Print Name)

Last

First
1st Semester

Telephone Number
2nd Semester

1. **English 3**

2. **U.S. History**

3. **Math**

4. **Science/Elective Class**

5. **Elective Class**

6. **Elective Class**

EACH STUDENT MUST SELECT 2 ALTERNATES

Alternate 1

Alternate2

WEST VALLEY HIGH SCHOOL

Student Course Request

**CAHSEE NEEDED
ADULT SCHOOL NEEDED
SUMMER SCHOOL
NEEDED**

12th grade

Student:

(Print Name)

Last

First
1st Semester

Telephone Number
2nd Semester

1. **English 4**

2. **American Government/Economics**

3. **Math/Elective Class**

4. **Science/Elective Class**

5. **Elective Class**

6. **Elective Class**

EACH STUDENT MUST SELECT 2 ALTERNATES

Alternate 1

Alternate2
