

West Valley High School

College and Career Readiness Course Information for
Students, Parents and Families of the Freshman Class

CLASS OF 2020



College Board (CEEB) School Code for West Valley High School: **050688**



**WEST VALLEY
HIGH SCHOOL**

3085 Happy Valley Rd • Cottonwood, CA • (530) 347-7171

"...where every student will graduate College and Career ready!"

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West Valley High School Mission Statement

The mission of West Valley High School is to provide a rigorous and relevant learning environment that prepares all graduates for success in college and career in the 21st Century economy.

To Achieve this Mission, We Will:

Maintain high expectations for both students and ourselves, as West Valley High School, with the support from the community, provides a positive, secure and healthy atmosphere which inspires all students to become engaged in a variety of rigorous academic and extracurricular programs that prepare them to become collaborative, self-sufficient contributors to a global society.

Upon graduation, in addition to competency in academic and applied content areas, all West Valley High School students will be:

- Effective communicators who demonstrate the skills of reading, writing, speaking and listening.
- Self-directed learners who utilize life skills to prepare for the future beyond high school.
- Complex thinkers who logically and effectively apply critical thinking and problem solving processes to real life scenarios.
- Collaborative students who demonstrate the ability to work effectively in diverse groups.
- Involved citizens who contribute to the global community.
- Quality producers who perform at or above their ability.

Dear Students and Parents,

West Valley High School is a special place for many reasons but what makes it truly unique is the students and the people who work here. Everyone has tremendous pride in the school and the community. Our faculty and staff are committed to "Find a Way" to help **all** students become "College and Career Ready" so that each individual graduates with the skills necessary to become positive contributing members of our 21st century global society.

The following is a partial list of the great things offered to every student at West Valley High School:

- A caring faculty and staff
- A safe environment
- Excellent academic, athletic, and extra-curricular programs
- A rigorous and relevant course of study for every student

I am privileged to be the principal of West Valley High School. We believe that the education that we offer is the foundation upon which our students can build their dreams for the future.

-Emmett Koerperich



Welcome to West Valley High School

Founded in 1981 with a motto of “*Find-A-Way*”, West Valley High School has a long-standing tradition of embracing our community and adapting to the changing demands of the 21st Century. No matter the challenge, be it academic, financial or otherwise, WV Nation has met it head-on and turned it into a positive experience for our students and community. Our passion to provide limitless opportunities for our students continues as we meet the evolving demands of our future through programs that support and challenge students to reach high-levels of academic achievement while preparing each graduate to be successful in college, career, and life.

We welcome you to the *Eagle* family, where regardless of your academic talents, struggles or difficulties; it is our passion to support, push and guide you to life-long success after high school.

The High School Transition

Making the transition to high school can be an exciting and challenging time for students and their families. There are many options to choose from and a number of requirements to meet. At WVHS we believe that all students should have a rigorous educational experience based on our World-Class curriculum that builds on what students have learned at home, in our community, and at school. The high school experience is designed to prepare students for future employment, further study at the college and university level, and to be effective citizens in our local, national, and global community. While academic programs form the core of our high school program, it is also important to take advantage of the many opportunities to participate in the rich extra-curricular programs we offer. From campus organizations (FFA, FBLA, Eagle Vision, drama and choir, etc...) to our championship athletic programs and boosters; the most important thing is to get and be connected.

Top 10 Tips for Incoming Freshman

1.) Remember, you aren't alone. There are hundreds of teens experiencing what you are experiencing this very moment! Although you may feel a million different things, just remind yourself that there are people that are feeling the same way. Brush those feelings aside and put a smile on your face... people are here to help (your Link Leader, school staff, counselor, etc...)!

2.) Don't be afraid to make new friends. There are many people who share the same interests as you and are seeking those who share that interest. Sometimes you may have nothing in common but the desire to make friends!

3.) Join an interesting club or sport. High school is the time to try new things, and luckily your school has so much to offer! There are so many clubs and activities to choose from, like FFA, Key Club, Eagle Vision, and so many more! WVHS also offer a wide variety of sports, including a freshman level! So if you've always wanted to tryout golf or give soccer a try, now's your time to try! Joining a club or sport is also a great way to meet people!

4.) Your teachers are there to help you. The WVHS staff want to make sure you clearly understand the material, as it becomes more and more crucial as college nears., and we are here to support you learn, grow and *Find-A-Way*!

5.) Don't be afraid to ask questions. If you aren't comprehending the material, ask your teacher! Chances are, there are others who also don't get it and are silently asking the same question. From Achievement Period to after-school tutoring, remember, we are here to help you!

6.) Upperclassmen really aren't so bad. Don't buy into the legends of toilets and trashcans! They may look super intimidating, but they were in your same position years ago. They understand how you feel. You can always go to one of them if you have a question about anything. Plus, they can make pretty great friends.

7.) Drop your “Cool Card” because popularity means nothing, especially if you go to a small school. Don't worry about trying to impress people, you shouldn't have to! Just be you and make people accept you for who you are!

8.) Doing the homework really benefits you. Sure, sometimes it may seem like busy work, but it's only making you better! You need to be devoting a good amount of time on your homework. Plus, if you do it, you will get way better grades and relieve a lot of stress off your shoulders.

9.) Avoid the “little things”, like being to class on-time! Knowing the rules and what is expected of you is key to avoiding trouble!

10.) Have fun! This cannot be stressed enough! High school is supposed to be one of your greatest moments in life! Only you can make it that way... Live it and love it to the fullest everyday!

School Guidance Counseling

Counseling at WVHS is designed to support the whole student. Services include academic planning, college and career preparation, referral to mental health and crisis counseling services, intervention and student advocating. The goal of the counseling department is to help students achieve success in high school and beyond, while developing into healthy, happy, contributing members of society.

10-Year Plan

It is essential to know where you want to go before you start your journey... Working in coordination with the Intro to Social Science curriculum, all students develop a 10-year plan. This is further monitored and refined with your counselor, focusing on your 4-year Academic plan that evolves as you grow through your high school career.

Course Registration

Students will meet with their counselor multiple times throughout the year. These discussions include making adjustments to their academic plan, as well as scheduling of courses for the following year. Our goal is to always involve the parents in these decisions, primarily utilizing parent access through the AERIES system. Please monitor your student's registration for courses and select carefully, as the master schedule is built to accommodate student interest. Teachers are hired and the number of sections offered are determined based on the choices selected; hence the changing of courses is strongly discouraged if the student decides they do not like their choice. Students will only be allowed to change for extenuating circumstances.

West Valley High School utilizes the AERIES system for our student information system, which offers students and parents the opportunity to access their student's attendance, academic and discipline information. To obtain login information please contact our registrar at:

Debbie O'Dell (530) 347-7171 ext. 30005

dodell@auhsd.net

Families are encouraged to utilize the AERIES system or the *Parent Link* mobile app (available for i-phone or android devices) to get current student information.

Course selection for the next year begins in the early Spring semester, with Counseling & Guidance Departments course presentations and updating of academic plans. Course enrollment is completed on-line via the AERIES system, beginning in the early Spring semester. Parents and students are advised of the schedule for opening of the AERIES portal window for course selections. At any time, those who need assistance with course registration, may contact the counseling office to schedule an appointment.

General Information about College Admissions

The information in this section is intended to be a general overview of college admission eligibility requirements as it relates to course selection throughout your high school career. Our staff in the Counseling Center have extensive, up-to-date college admission information, including assistance with testing and financial aid. In addition, the *Go* Office (College Option, Trio, and Gear-Up programs) provide key insights and details on college related information, workshops and instructions to students and their families. All students enjoy access to these valuable resources for support.

Keeping Your Options Open

We encourage all WVHS students to choose the most rigorous schedule that enables them to be successful, for college and career alike. A student's coursework and grades affect the opportunities that s/he will have after high school.

Education Options After High School

Life does not end or begin after high school, as what we do today prepares us for tomorrow.

California Community Colleges

Publically funded schools that offer two year programs of study as well as many career track options, are typically the least expensive option for students. Students may opt to attend community college for two years and then transfer as a junior to a four-year college or university. Admission is open to (1) all high school graduates; (2) non-grads who have passed the CHPSE or the GED with a score of at least 40 n each section; or (3) non-grads who are at least 18 years old.

California State University (CSU)

This includes twenty-three colleges within the state. Students must have a minimum GPA of 2.0 in addition to a score from the SAT or ACT that meets the specified CSU eligibility index requirement.
http://www.csumentor.edu/planning/high_school/cal_residents.asp

Students' GPA plus either the ACT or SAT Reasoning Test score, determines baseline eligibility for admission. The GPA is based upon the 10th and 11th grades only.

University of California (UC)

There are nine UC's in California and they represent the most competitive of the public school system. The minimum GPA is 3.0 and the SAT or ACT tests are a requirement to be considered for admission. The UC GPA eligibility and admission requirements are listed on the following website:

<http://admission.universityofcalifornia.edu/>

Private School/Out of State Public Schools

Each private school and out of state public school has individual requirements and guideline for admission. Students and families are advised to visit the individual websites for these colleges and universities. Additional information and support is also available in the *Go* Office and the Counseling Center.

College Entrance Tests

SAT Reasoning, SAT Subject and ACT tests are given throughout the year. Registration and examination preparation information is available at:

www.collegeboard.com, www.act.com and in the *Go* Office and Counseling Centers. Fee waivers are available for low-income students. For information and support in completing fee waivers or seeking 504/IEP accommodations for SAT/ACT, see you your Guidance Counselor. Students should take one or more SAT subject tests at the end of their sophomore and/or junior years (*please see your Guidance Counselor about when is the best time to take a subject test*).

The Preliminary Scholastic Aptitude Test (PSAT) and or PSAT10, are standardized tests that provide firsthand practice for the SAT for sophomores and juniors. Both the PSAT and PSAT10 are essentially the same tests, but are given times of the year. While the PSAT is scheduled in October during school hours, the PSAT10 is administered in February and March during school hours. By taking the PSAT, juniors can also qualify for the National Merit Scholarship Program (NMSQT). We strongly encourage all sophomore students to take the PSAT and/or PSAT10. For more information go to www.collegereadiness.collegeboard.org/pasat-nmsqt-psat-10

Schedule Changes

Due to inherent restrictions with the development of the school's master schedule, we strongly recommend to all students and families to constantly monitor the students' scheduling of courses. Requests for schedule changes need to be completed prior to school starting and not after the 3rd week of a semester.

For course changes, withdrawal and/or transfers:

1. **First Two Weeks of the Semester:** The student makes an appointment with their counselor. In addition, the student must have a written note from their parent approving the transfer.
2. **Week 3-Week 5 of the Semester:** The student is expected to remain in their current course(s) until the end of the semester. However, the student may make an appointment with their counselor to discuss a class transfer. As a result of this initial meeting, a "*Petition to Change a Class*" form may be issued by the counselor. This form requires signatures of the parent, teachers, counselor and administration indicating the approval/disapproval of the class change. All changes to student schedules made following the 15th day of the first semester or the 10th day of the second semester require principal approval.

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

Grades

Grades for achievement shall be reported for each marking period. All students semester grades are posted electronically (AERIES) no later than the first Monday following the last day of school (*when school ends on a Thursday or Friday*); or the first Friday (*when school ends on a Monday, Tuesday or Wednesday*).

Grades for achievement will be reported as follows:

A	90-100%	Outstanding achievement
B	80-89%	Above average achievement
C	70-79%	Average achievement
D	60-69%	Below average achievement
F	0-59%	Little or no achievement
I	Incomplete	

For each grade mark, the instructor may use a plus (+) or a minus (-) in conjunction with the grade to better communicate to the parent the level of the grade. The plus and minus will not calculate into the student's grade point average.

An Incomplete (I) will be given only when a student's work is not finished because of illness or other excused absence. If not made up by the close of the subsequent quarter, the incomplete will become an 'F'.

Grade Reporting

In an effort to better communicate student progress with all stakeholders, grades are reported on a consistent basis throughout the school year. All grades are viewable via AERIES for students and parents, which we strongly encourage student and parent access. The Spring semester report card is the only one that is mailed. All other report cards are provided to the student to take home.

Final Grades are assigned twice a year at the end of each semester, December 19th, 2016 and June 5th, 2017. Final semester grades are the only grades recorded on the official transcript/permanent record.

Quarter Grades are also issued on:

October 19th, 2016 March 22nd, 2017

Progress Reports are issued on:

September 14th, 2016 February 1st, 2017
November 16th, 2016 April 26th, 2017

Grade Changes

Grade changes may be made after a grade is recorded for the following reasons only:

1. The student who was absent because of illness or an unforeseen emergency and unable to turn in work before the end of the grading period.
2. An error has been made in the calculation or recording of a grade.

Under no circumstances can additional new work (i.e., extra credit) be given to change a grade from any previous grading period, nor will grade changes be made for the purpose of improving the student's GPA to all the student to participate in a school sport or other campus activity.

Requests for grade changes should be submitted for the prior grading period, no later than the end of the following semester. All grade changes must be

transcript. The registrar must maintain a record of the grade change for the appropriate period of time.

Course Credit

A student earns 5 units of credit for each course successfully completed during each semester. Students are expected per semester, 60 credits a year, within the regular six period day. All sophomore students are expected to take a minimum six classes with no gaps in their schedule.

Transcripts

For each student, the school counseling office will maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation. In addition, the transcript shall reflect the student’s personal information, total credits completed, State mandated testing scores, college entrance exam scores, dates of enrollment and the graduation date.

Placement in Courses

West Valley High School strives to place students in classes where they will be challenged, successful and supported. There are many factors that are taken into consideration when placing students into courses including: course requirements, grades, test scores, teacher recommendations, pathway declaration and completion, and parent involvement. This ‘multiple measures’ approach is aimed to provide the comprehensive rigor and relevance each student needs in order to enjoy the greatest number of opportunities in post-secondary endeavors (college or career).

Student Academic Support

A central part to maturing character and success in any endeavor, WVHS strives to develop ‘grit’ within our school-culture. This is persistence over time to overcome challenges and accomplish big goals. Grit, a central facet of the “growth mindset” at WVHS includes essential academic support systems which are in place for each and every student.

Academic Achievement Period

Every students at WVHS has access to academic support within the school day. This is a 30 minute block of time at the end of 4th period. Students who are struggling academically, may be assigned to *Achievement*. However, all students are encouraged to utilize this period to make-up missed assignments, receive tutoring, complete out of class work, develop

study groups, etc... by attending this *Achievement* period.

Advisory Period

To supplement the focus of College & Career Readiness, Advisory Period is scheduled on Wednesdays, throughout the school year, in place of *Achievement* Period. All students are placed into small cohorts for their high school career for Advisory, which covers a broad and evolving spectrum of character development, grit, college and career aspirations and social challenges.

Club Advisory Period

New to the offerings of WVHS, the Club Advisory is scheduled for the first Wednesday of each month. Students are required to attend the Club Advisory of their choice (FFA, Hunting Safety, Culinary, Robotics, Flag Football, Science Bowl, Music Club, Personal Defense, Broadcast Journalism, etc...).

Eagle Vision After-School Program

Our after-school program, *Eagle Vision* is open each day. Students are allowed to select enrichment, tutorial and remedial courses along with a healthy snack. The after-school course offerings are updated and dictated by student interest each month and. Supervised by credentialed staff, tutoring is a mainstay of this program. Limited transportation home is also available.

Interscholastic Athletic Program

All West Valley athletic programs are open to all WVHS students, who may earn up to 5 physical education credits for each season he/she completes successfully. Participation in school athletics or other extra-curricular programs is strongly encouraged.

Athletic Eligibility

The grade point average (GA) used to determine eligibility for extra-curricular and co-curricular activities will be based on grades of the last previous grading period during with the student attended class at least a majority of the time. To be eligible to participate in extra-curricular and co-curricular activities, students must demonstrate satisfactory educational progress including: 1.) maintenance of a minimum 2.0 grade point average on a 4.0 scale in all enrolled classes; or 2.) maintenance of minimum progress toward meeting the high school graduation requirements.

An ineligible athlete may use an academic waiver one time throughout their years of high school, including the first semester of their freshman year. Any student using the waiver must meet all the requirements for full

School Course Policies & Grades

completed on the appropriate school form and presented to the principal with full justification as to why the change is being requested. Only grade changes that have been approved by the principal will be entered for eligibility at the next regular eligibility grading period. In addition, the principal may revoke a student's eligibility for participation in extracurricular and co-curricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

AUHSD Graduation Requirements

Graduation Requirements for the Class of 2020			
Course		Course Units	Subject Units
English	Four courses	40	40
Mathematics	Four courses: at least mathematics course, or a combination of the two mathematics courses required for completion will meet or exceed state academic content standards for Algebra I.	40	40
Social Science	Four courses, made up of the following: Social Science 9 World History US History American Govt Economics		40
		10	
		10	
		10	
		5	
Science	Two courses, made up of the following: Life Science Physical Science		20
		10	
		10	
Physical Ed	Two courses, unless the student is exempted	20	20
Foreign Lng./Fine Arts	One course in visual or performing arts, foreign language or ASL	10	10
Vocational Ed	One course	10	10
Electives			50
Minimum credits for graduation			230

Freshman Course of Study

English

English 1 Lab

9th Grade

One-year course

This course supports students who are identified as below grade-level in the English skills. Students are concurrently enrolled in English 1, with the Lab being additional individualized support to meet needs of each student and accelerate their growth in English. Students who qualify for this support will be placed in this concurrent class until they are ready to advance to the next level of English, without the additional support.

English 1

9th Grade

One-year course

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.

English 1 Honors

9th Grade

One-year course

Identical to English 1, the Honors course provides students with a greater degree of depth due to their exceptional, well developed skills in language. Placement Criteria: the demonstration of high-level skills through grades, teacher recommendations and diagnostic assessment data.

Math

Math Readiness

9th Grade

One-year course

Math Readiness is for students identified as being below grade level and needing remedial coursework in order to prepare for Integrated Mathematics. This course is designed to accelerate student growth in mathematics skills in order to attain grade-level proficiency. Math Readiness covers basic mathematical foundations, rates and ratios, variables and proportions, and systems of equations.

Math 1*9th -10th Grade**One-year course*

Integrated Math I is the first of a sequence of courses aligned with the CCSS in mathematics. This course formulizes and extends the mathematics that students learned in the middle grades. Students will extend their understanding of numerical manipulation to algebraic manipulation, synthesize understanding of function; deepen and extend understanding of linear equations and inequalities and systems; extend these skills to solve quadratic and exponential functions, exploring functions, including sequences, graphically, numerically, symbolically and verbally; and use regression techniques to analyze the fit of models to distributions of data. Students will establish criteria for congruence based on rigid motions and apply the Pythagorean Theorem to the coordinate plane.

Math Lab*9th Grade**One-year course*

This course supports students who are identified as below grade-level in the mathematics skills. Students are concurrently enrolled in Int. Math 1, with the Lab being additional individualized support to the meet needs of each student and accelerate their growth in mathematics. Emphasis in this course is placed on improving an individual's mathematics skills to bring students up to grade-level. Students who qualify for this support will be placed in this concurrent class until they are ready to advance to the next level of mathematics, without the additional support.

Math 1 Honors*9th Grade**One-year course*

This course is aligned with the Common Core standards for Integrated Math 1. It is the first in our series of Integrated Math Courses, Int Math 1, Int Math 2 & Int Math 3. The content standards for Integrated Math 1 and standards for mathematical practice that can be viewed on the CDE website. This course will reinforce concepts and skills with Integrated Math 1 and will prepare students for Integrated Math 2 and Math 2 Honors. For the high school Model Mathematics I course, there are five critical areas: (1) extended work with geometry to include relationships with two-dimensional and three-dimensional shapes; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Social Science 9/Career Choices*9th Grade**One-year*

This *Dual Enrolled* two-semester course designed to help students understand the importance of academics and to build solid foundation of skills such as self-analysis, time management, goal setting, decision making, career research, financial literacy, and planning for the future. Every student will leave this class with having completed a 10-year plan that includes their high school plans along with post-secondary options. During the course students will learn and practice valuable skills to help them to be career and college ready. As students write their career and education 10-year plan, they learn the skills for goal setting, identity formation, decision-making, budget projection, career research, skills identification, online research, life-long learning skills, managing change, securing entry-level employment, as well as techniques for exploring the personal management and self-mastery strategies that act as a buffer when challenges arise.

AP Human Geography*9th Grade**One-year*

AP Human Geography is designed to be a college introductory geography course. It aims to introduce students to the basic concepts of human geography and provide a geographic framework for the analysis of current world problems through the use of case studies. The course develops the students' ability to ask geographic questions; acquire, organize and analyze geographic information; and answer geographic questions. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

This course is structured according to the course outline found in the most recent *AP Human Geography Course Description* published by the College Board. There are seven units of study: **Geography: Its Nature and Perspective, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.** At the beginning of each unit, students receive a unit calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information

Biology C*9th – 10th Grade**One-year Life Science course*

The Biology C 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.

Medical Biology*9th – 10th Grade**One-year Life Science course*

Medical Biology is a two-semester course in introductory biology with a great emphasis on medical application for college preparatory students in grades 9-12 that may be interested in any one of the many health care professions. This laboratory-oriented course will cover concepts in biochemistry, cellular biology, cellular energy, genetics, human physiology, evolution, and ecology all with an emphasis on health and medicine meeting all the California state biology standards. Students also have the opportunity for field trips and guest speakers from the medical field. This course will meet the Life Science graduation requirement. Upon completion students will possess a skill set and content knowledge that will establish a solid foundation towards further pursuing a Medical career.

Ag. Science 1*9th Grade**One-year*

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.

Physical Education*9th - 12th Grade**One-year course*

This course is required for 9th and 10th grade students and is open to 11th and 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. The primary focus of physical education will be heightening each student's level to physical preparedness, consisting of improving the ability to manipulate one's own body weight through calisthenic exercises. Physical Education II will continue to develop an individual's body strength through more advanced calisthenics and dumb-bell exercises. Physical Education III will on weighted calisthenics and dumb/bar-bell exercises. All course will incorporate speed and endurance training. All levels of physical education will include components of team sports activities throughout the year. In addition, all 9th grade students will have an introduction to the state required First Aid and life saving techniques.

Athletic Weight Training*9th - 12th Grade**One-year course*

Athletic weight training and fitness is a co-ed conditioning and skill development physical education course offered for athletes participating in extracurricular sports.

*Alternate courses (i.e., Dance) is available for PE credit. Review the Visual & Performing Art courses for descriptions.

Art 1

9th - 12th Grade
One-year course

Art 1 is a beginning course designed to give students the 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.

Choir

9th - 12th Grade
One-year course

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

Drama/Advance Drama

9th - 12th Grade
One-year course(s)

The Drama course involves beginning-level work in acting, authorship of drama, and audience ethics, as well as extensive reading in traditional and contemporary dramatic literature; while the Advanced Drama continues the development of knowledge and skills. 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 classwork in traditional and contemporary drama and theater arts is included.

Beginning Dance

9th - 12th Grade
One-year course

This course provides students with the opportunity to gain knowledge in the art of dance as well as experiences 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 techniques, which will improve flexibility, muscle strength, coordination, and cardiovascular endurance. This will provide a foundation for lifetime health and fitness. This course will also place an emphasis on the development of movement skills, self-image, personal growth, and social development by providing various group projects and in-class assignments.

Dance class may also count for a student's PE credit towards the District's Graduation Requirements.

Imaging

9th Grade
One-year course

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. Students 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.

American Sign Language*9th - 12th Grade**One-year course*

This course is designed to introduce students to basic skills in American Sign Language vocabulary, finger spelling, and grammatical structure. Students will gain the skills to engage in basic dialogue and understand general American Sign Language conversation. Topics include: American Sign Language as an independent language, the history of American Sign Language, the Deaf community, and Deaf culture.

Spanish 1*9th - 12th Grade**One-year course*

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.

Life Skills*9th - 10th Grade**Semester course*

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, a member of a family, and as a member of society. This class will also equip the students with the skills needed to 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.

Drafting 1*9th - 12th Grade**One-year course*

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.

Computer Applications*9th - 12th Grade**One-year course*

With an emphasis on alphabetic and numeric keyboarding using the touch-method on a computer, 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 a focal point.

Agricultural Mechanics 1

9th - 10th Grade

One-year course

This course is designed for the first year mechanics student or as a basic course to precede all other agricultural mechanics skills. Units may be taught in an order best suited to the instructor. This 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.

Yearbook: 21st Century Journalism, Communication and Marketing

9th - 12th Grade

One-year course

This is a two semester course, combining the high-level critical thinking, reading, and writing skills of print journalism with the artistic, creative and aesthetic skills of the visual and graphic arts. Students master the writing and editing of several forms of journalistic stories; read and analyze literature through expository writing; learn and practice the basics of designs and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communication law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning and give them confidence in their ability to see their creative ideas to completion.

Freshman Course Planning Guide

This form can be used to determine a student's course request for the Freshman year, prior to entering the information into the AERIES course request program. At any time, students/parents may contact their student's counselor for assistance.

<u>Available Freshman Courses</u>			
1650 Mod English 1	10201 Intro Social Sci 9	10300 Physical Ed	10503 Ag Mech 1
10000 English 1	10209 AP Human Geography	10302 Ath. Wt. Training	10530 Life Skills
10004 English 1 Honors	10660 Mod Social Science	10400 Dance	10416 Drafting
10013 English 1 Lab	10252 Biology	10407 Choir	10527 Floral Design
10653 Mod Math	10251 Medical Biology	10409 Art	10455 Computer Apps
10110 Math Readiness	10506 Ag. Science 1	10402 Drama	10350 Spanish 1
10113 Int. Math 1	10659 Mod Science	10451 Imaging	10354 Amer. Sign Lang 1
10114 Int. Math 1 Honors			
10119 Int. Math 1 Lab			
*Mod = Modified (for identified IEP students only)			

Freshman Course Planning Guide			
Course #		Subject	Course Name
1	#	English	
2	#	Math	
3	#	Social Science	
4	#	Science	
5	#	Physical Ed	
6	#	Elective	
		Alternate Elective	
		Alternate Elective	

Key Resource Tools for Freshman

California Colleges.edu	https://secure.californiacolleges.edu/Home/default.aspx	Free resource and planning tool for students, parents and educators. This site includes academic planning and financial aide information.
KnowHow2GO	http://knowhow2go.acenet.edu/	Free resource site offering information on the steps you need to take to be college-ready.
Learn How to Become	http://www.learnhowtobecome.org/	A one-stop, comprehensive resource that can guide individuals through each of the steps they need to take to begin, further, or change their career path.
Who Do U Want 2B?	http://www.whodouwant2b.com/student/pathways	This site includes information on California high school and community college courses, career options, and financial assistance. It will help you make decisions about the right courses to take in high school and community college so that you have the opportunity to turn that passion of yours into a great job and a great future.
Road Trip Nation	http://roadtripnation.com/	This site provides engaging stories, information and products involving career exploration.
California Career Center	https://www.calcareercenter.org/	CalCC is your carrer planning website with tools to help you map your future, whether looking ahead to college, apprenticeship, the military or other options. CalCC is focused on resources for students, but also contains resources for counselors, parents and teachers.
O*Net	http://www.onetonline.org/	O*NET On-Line has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!
College Options	http://www.collegeoptions.org/	Developed to strengthen the college-going culture of the North State... this site provides great information regarding financial aid, scholarships and student tools.



A-G Subject Requirements for CSU/UC

For specific "a-g" classes at your high school, refer to <https://doorways.ucop.edu/list> Each semester grade must be a "C" or better. Community college classes can also be used to fulfill A-G requirements.

Name: _____ School: _____

	Class (9 th)	Grade Rec'd	Class (10 th)	Grade Rec'd	Class (11 th)	Grade Rec'd	Class (12 th)	Grade Rec'd
A. History/Social Sci 2 yrs		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
B. English 4 yrs		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
C. Mathematics (Alg I, Geom & Alg II or Integrated Math I, II and III) 3 yrs required; 4 yrs recommended		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
D. Laboratory Science (Biological & Physical science) 2 yrs required; 3 yrs recommended		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
E. Language other than English 2 yrs required; 3 yrs recommended		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
F. Visual/Performing Arts 1 yr		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2		Sem 1 Sem 2
G. College Preparatory Electives 1yr	A-G G.P.A.	Sem 1 Sem 2	A-G G.P.A.	Sem 1 Sem 2	A-G G.P.A.	Sem 1 Sem 2	A-G G.P.A.	Sem 1 Sem 2

CAHSEE exam: English/Language Arts _____ (date passed) Math _____ (date passed)

College Entrance Exams (fee waivers available - talk to your high school counselor or College OPTIONS advisor):

PLAN (Pre-ACT) Fall, sophomore year Score: _____
 PSAT (Pre-SAT) Fall, junior year Score: _____

ACT (with writing) Spring, junior year: Score: _____ (writing portion required for UC's)

SAT Reasoning Test Spring, junior year: Score: _____ (Math) _____ (Writing) _____ (Critical Reading)

SAT Subjects Test (take at end of year of subject): Score: _____ (Subject: _____); _____ (Subject: _____); _____ (Subject: _____)
 (Many private colleges require, and some UCs recommend, SAT Subject Tests. If you are interested in these types of colleges, take 2 to 3 Subject Tests.)

Y:UC DavisETS Student-Parent Forms/Academic progress - IAP and a-g/A-G worksheet.doc Updated: February 16, 2012

Most colleges will accept the SAT or the ACT (with writing). Take the PLAN and the PSAT to see which test is better for you, and/or you can simply take both the SAT and the ACT (the college will take the higher test score).



Overview of California Colleges and Universities

System	California Community Colleges (CCC)	California State University (CSU)	University of California (UC)	Independent Colleges and Universities	Vocational/ Technical Institutions
Number of Campuses	110 Example: Shasta College College of the Siskiyou	23 Example: CSU Chico Humboldt State	10 Example: UC Davis UC Merced	More than 75 Example: Simpson University National University	More than 50 Example: ITT Technical Institute CA Culinary Academy
Mission	Learning opportunities for all people in CA	Teacher Preparation, "learn by doing"; undergraduate students primarily prepared to enter workforce (students are also prepared for graduate/professional school)	Research, teaching, and public service; undergraduate students primarily prepared to continue to graduate/professional school	Wide variety: very small "liberal arts" schools to larger research/teaching institutions	Preparation for a specific skilled or certified trade
Entrance Requirements	18 years old or older; any high school graduate; high school students with permission from high school principal ("concurrent enrollment")	Top 33% high school students A-G Subject Requirements ACT or SAT Reasoning Test Transfer from a CCC	Top 12.5% high school students A-G Subject Requirements ACT w/writing or SAT or Transfer from a CCC	Varies; if student prepares for CSU/UC, will be prepared for 99% of private schools Transfer from a CCC	Varies-check with school (usually very few entrance requirements beyond typical high school coursework)
Degrees Offered	Associate degree (2 yrs) Certificate programs (1 semester - 2 years) Preparation for transfer to 4-year college or university	Bachelor's degree (4 yrs) Teaching Credential (1 yr) Some teaching credential programs are included in 4 year Bachelor's degree programs Master's degree (2-3 yrs)	Bachelor's degree (4 yrs) Teaching Credential (1 yr) Master's degree (2-3 yrs) Professional degree (law, medicine, vet med, pharmacy, dental, business) (3-4 yrs) Doctoral degree (PhD) (3-6 yrs)	Associate degree (2 yrs) Certificated programs (1-3 yrs) Bachelor's degree (4 yrs) Teaching Credential (1 yr) Master's degree (2-3 yrs) Professional degree (law, medicine, vet med, pharmacy, dental, business) (3-4 yrs) Doctoral degree (PhD) (3-6 yrs)	Certification of skill/trade
Average Cost of Attendance (per year)	\$11,000 (at home) \$17,616 (off campus)	\$18,896 - \$25,380	\$26,683 - \$33,522	\$36,000 - \$75,000	\$9,500 - \$45,000
Websites	www.cccco.edu	www.csumentor.edu	universityofcalifornia.edu	www.aicmentor.org	nces.ed.gov/collegenavigator/
Other useful websites	www.assist.org Explore majors, public colleges and the transfer process from community college	www.collegeboard.com General college planning/search	www.californiacolleges.edu All colleges in California	http://aicad.org Private art/design institutes	http://www.collegerealis.org/ Statistics on retention and graduation

**WEST VALLEY HIGH SCHOOL
2015-16 PHONE LIST**

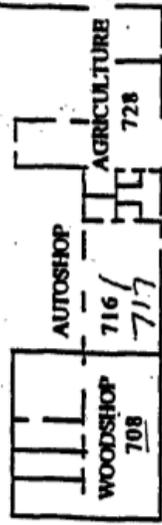
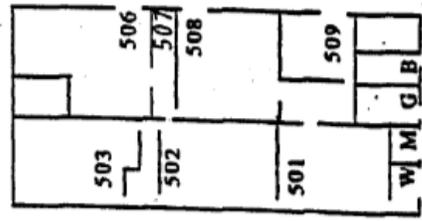
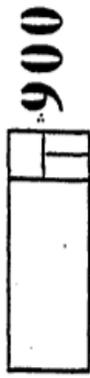
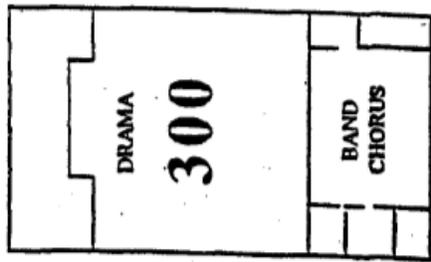
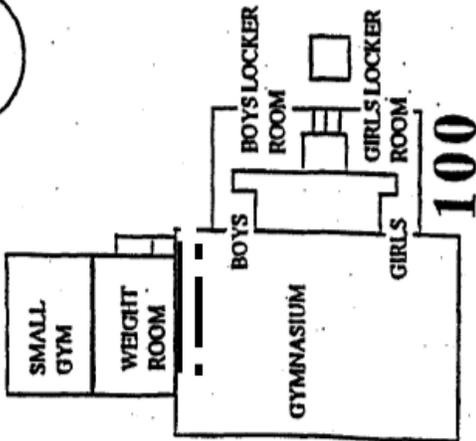
Activities-Leadership	30901	Kennen, Shaye	31003	DISTRICT OFFICE	378-0568
Activities Administrator	30003	Koerperich, Emmett	30001	Azevedo, Tim-Superintendent	10004
Announcer's Booth	30028	Library	30014	Bullington, Missi-Super Secretary	10003
Asst Principal	30003	Library Conference Room	30013	Bullington, Lisa - Receptionist	10001
Athletic Director	30901	Library Lab	30012	Evans, Donell-CBO	10007
Attendance/Discipline	30009	Maintenance	30040	Lee, Susan - Food Service	10010
Attendance	98001	Maintenance FAX	347-4916	Maderios, Melissa - Sped	10014
Attendance-FAX	347-0589	McMahon, Denise	30014	Nadin, Carrie - Sped	10015
Baldwin, Allison	31013	Media Prep	30014	Payroll	10013
Barnes, Laura	30609	Miller, Sabrina (GearUp)	30013	Senn, Paige - AR	10012
Benson, Becky	30011	Mojica, Jeannette	31001	Williams, Marrienne - Curriculum	10006
Bly, Roger-Lead Custodian	30022	Moser, Maegen	31014	AP	10008
Booth, Scott	30003	Nugent, Lillian (TRIO)	30013	ADULT LRN CTR	365-3334
Button, Dan	31204	Nurse	30008	Jamie Hicks	54001
Cafeteria	30030	O'Brien, James	31015	ANDERSON HS	365-2741
Career Center	30017	Odell, Deb	30005	Parker, Brian - Principal	20001
Chrasta, Debbie	30601	Odell, Mindy-Wed pm/Thurs/Fri	30017/20022	Knabenshue, Bonnie - Secretary	20002
Chrasta, Mark	31005	O'Dell, Michelle	31010	Hysell, Eleanor - V.P.	20003
Cochran, Samantha	30007	Pasquini, Tom	30021	Ahern, Clarinda - Attendance	20004
Coaches Ofc Boys	30100	Pool	30027	Fry, Lori - Registrar	20005
Cordova, Lupe	30603/30009	Principal	30001	Stout, Jacob - Campus Supervisor	20007
Custodial - Lead	30022	Proscher, Eric	30405	NEW TECH HS	365-3100
Davis, Carla	31009	Psychologist	30011	Germano, Carol - Principal	40001
Demsher, Alan	30508	Rachman, Cindy-Attendance	30004	Brown, Julie - Principal's Secretary	40002
District Office	10001	Red Room - Team Rm	30025	NORTH VALLEY HS	365-6054
Dutton, Nancy	30045	Resource Officer - Ben Estill	30010	& ALT ED PROGRAMS	
EagleVision	30046	Safford, Thomas	30611	FAX: 378-1264	
Ehn, Lenny	30410	Schwerdt, Josh	30605	Shriner, Brandt-Principal	50001
Estill, Ben	30010	Schwerdt, Tara	30019	Clark, Stefani - Principal's Secretary	50002
Faculty Room	30022	Serna, Dean	30041	Snider, Diane	50003
Fairley, David	31206	Smith, Delaine	30502	Oasis Satellite School	365-7891
Fairley, Scott	30901	Sprague, Erin	31202	OAKVIEW HS	378-6895
FAX-WVHS	347-0481	Staff Lunch Room	30022	FLEET MAINTENANCE	365-2741
FAX-D.O.	378-0834	Student Accounts	30024	Burrows, Sam	20050
Fickes, John	30716	Student Phone-Att Ofc.	30006	TECH SUPPORT	378-0568
Fife, Tiffanie	30604	Student Store	30023	Baldwin, Tony -Director	15001
Fitch, Chris	31208	Swendiman, Rob	30020	Shipman, Tim	15002
Foster, Chris	30040	Team Room	30025	Moore, Brian	15003
Foster, Paula	30002	TRIO/ETS Advisor	30013	Silveira, Matt	15006
GearUp	30013	Vazquez, Tom	31205	Berry, Tracey	10011
Grad Point	31009	Vietti, Paul	30404	Transportation - SCOE	225-0340
Grandell, Greg	30100	Walton, Andrew	30607/30708	FAX	225-0342
Grandell, Roni - GPE	30101	Weight Room	30026		
Grant, Ed	31002	West Valley HS	347-7171		
Griffith, Ross	31008	Williams, Susan	30401		
Hardin, Ron	30728	Woodman, Alex	31203		
Howard, Don	30509	Woodman, Cheryl-Speech Therapist	30018		
Indian Education	31207	Wyrick, Tom	30612		
Jackson, Crystal	30411	Yearbook	30601	as of 8/25/2015	
Kane, Shawna	30024				

West Valley High School Campus Directory

STUDENT PARKING

TEAM ROOM

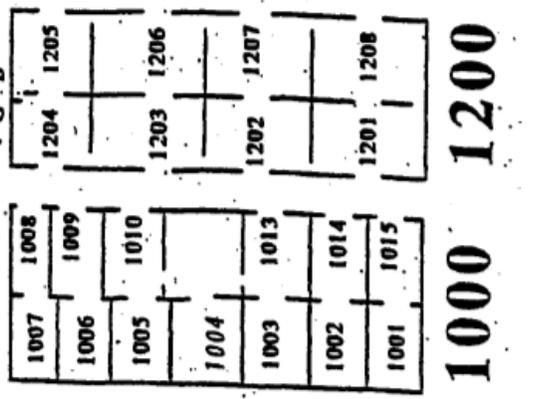
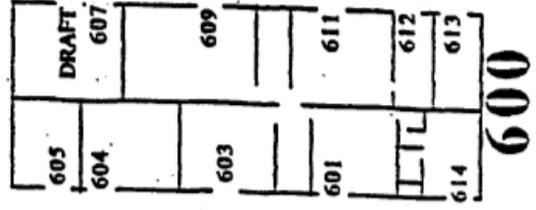
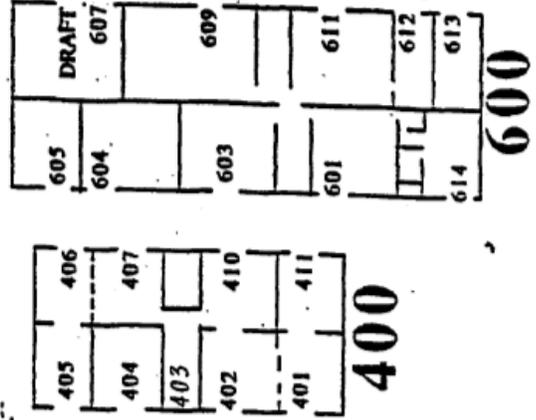
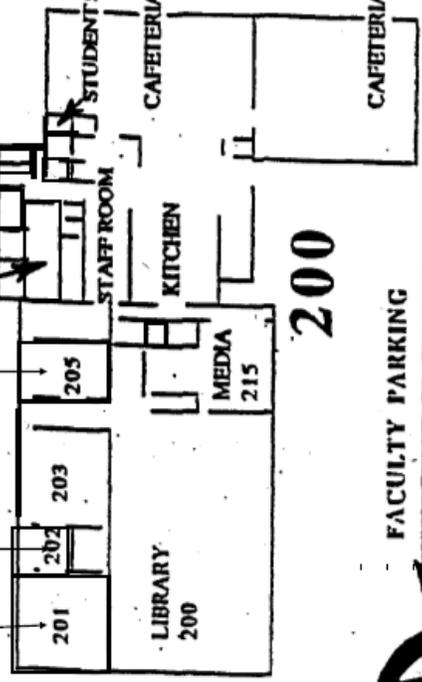
POOL



CONCESSION STAND
800

MAINTENANCE SHOP

TOSA Office & Sheriff
College/Career Counseling Center



FACULTY PARKING