

WSCA Course Descriptions 2017

Number	Title	Target Audience	UC 'a-g' (Yes/No/NA)	UC 'a-g' Subject Area	Description	Prerequisite	Co-requisite	Course Start Year	Reviewed by and date:
EL300	Yearbook	9th-12th	Yes	f	This course focuses primarily on the production of the school yearbook. Students will learn elements of marketing, layout, design, photography and journalism. This course requires students to spend some amount time outside of the classroom to cover student events. Some students that exhibit leadership characteristics may have the opportunity to take on additional responsibilities as editors.			2012-13	Taunie Jan 31, 2017
EL480	Academic Support	7th-12th	No		This course is designed to provide the necessary academic support for students who may need or desire the extra time to obtain additional reteaching, reassessment and/or tutorial support for success in their academic classes. The course counts as elective credit.			2009-10	S. Sanchez 2/1/2017
EL495	Math Lab	9th - 12th	No		This course is designed to provide the necessary academic support for students who may need or desire the extra time to obtain additional reteaching, reassessment and/or tutorial support for success in their math classes. The course counts as elective credit.			2015-16	
EL500	Marketing and Business	10th-12th	No		The Marketing and Business course is designed to prepare WSCA's emerging leaders for both their college and professional careers. Topics covered include public relations, career awareness, job preparation, interview skills, business communication, and oral presentation. Students will have the opportunity to interact with local business leaders and entrepreneurs, while hosting guest speakers and instructors. Students will be encouraged, though not required, to join the WSCA DECA chapter. DECA is a national organization, with chapters in all 50 states and 9 countries, spanning over 3,500 schools. DECA is a community oriented, extra-curricular opportunity for business students, offering educational conferences, competitive events, and scholarship availability. In addition to the educational, professional, and extra-curricular activities, Marketing and Business students will be encouraged to partner with other school organizations to assist with fund raising and community service.	Algebra I		2014-15	Dahl 2/15/17
EL600	Exploring Computer Science	9th - 12th	Yes	g	<i>Exploring Computer Science (ECS) is a year long course designed as a rigorous introduction to computing. The focus of this course is on a breadth of knowledge relating to computing and problem solving. The goal of ECS is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.</i>			2016-17	
EN300	English 09	9th	Yes	b	Ninth grade English focuses on the analysis of both literature and informational texts focusing on universal themes, defining the author's purpose, narrative structure and the rhetorical devices used to form the narrative point of view, character interaction and plot formation. This class engages students in gathering and evaluating varied source material, including primary and secondary print and digital sources with the purpose of determining validity, relevance, sufficiency of data, fallacious reasoning, explicit and inferential meanings. Students will use this information to create coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will use parallel structure, varied phrases and clauses, colons and semicolons and will spell correctly. Ninth grade students will initiate and participate effectively in a range of collaborative discussions.	8th Grade		2009-10	HA and KC 2/1/17
EN400	English 10	10th	Yes	b	This literature-based course will focus on reading world literature which helps create unity as 10th grade students take on AP World History, in addition to extensive writing practices, vocabulary, and conventions. This course will follow the Common Core State Standards. Students read a variety of fictional genres including: historical fiction, plays, adventure, and short stories and poetry. Students read a variety of non-fiction literature including: articles, letters, and diaries. Students analyze themes and characters from a variety of literature, both fiction and non-fiction. Students will be practicing timed essays and playing with Jane Scaffer format of writing. Students write in a variety of genres including summary, argument with debate, literary analysis, responses to literature, reflective essays. Students create and present speeches utilizing memory and abbreviated notes; they are timed. Students perform drama in front of the class, some of which is self-directed and self-scripted. Students participate in class discussion and practice reading literature expressively. By the end of the tenth grade, students are ready to begin studying Advanced Placement courses.	English 9		2010-11	KC/1/17
EN500	AP English Language	12th	Yes	b	AP Language and Composition is a yearlong course (two semesters) offered to 12th grade students only. In the AP English Language and Composition course students explore a variety of texts with the goal of analyzing the author's use of rhetorical strategies and techniques. Although this class incorporates multi-genre non-fiction from different cultures and times, it aims to give an overview of historical time periods and works to contemporary writings. Texts for this course are pulled from myriad sources, including edited volumes (50 Essays, The Language of Composition), as well as contemporary, multi-media sources. Through this incorporation of argumentative and historical texts, the AP Language and Composition class will act as a supplement/compliment to the AP Government class. Students will study the relationship between culture and prose and analyze the way in which one effects the development other and vice versa. Along with close reading, students will write in a variety of forms for a multitude of audiences (C1) in order to "demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings" (AP Language and Composition Course Guide 10). Throughout the year students will participate in journaling activities (C3), group and whole class discussion, debate, and practice AP Language and Composition Exams. Narrative and Argumentative prompts cultivated by The New York Times, as well as the text Voice Lessons will provide many of the prompts and ideas for journaling activities. The class will be asked to evaluate both writing and the writing process. Primarily, students will be expected to "create and sustain arguments based on readings, research and/or personal experience" developed properly with "appropriate evidence" (10), a skill necessary throughout life.	AP Literature		2011-12	RD and HA 2/1

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EN600	AP English Literature	11th	Yes	b	This course teaches students to carefully read and critically analyze literature and understand the ways writers use language to provide meaning and pleasure. Students are asked to consider a work's structure, style, and themes as well as such smaller scale elements as the use of word choice, figurative language, imagery, symbolism, and tone. We will study representative works from various genres and periods in order to consider the social and historical values a work reflects and embodies. Students write focusing on critical analysis of literature including expository, analytical, and argumentative essays to sharpen their understanding of writers' accomplishments and deepen their appreciation of literary artistry.	10th grade English		2012-13	KC 2/1
EN710	Creative Writing	9th - 12th	Yes	g	This elective course in the study of creative writing will introduce writing concepts and conventions, and then it will mainly emphasize writing in multiple genres and formats. The course will be supplemented with additional materials such as readings, videos and group work as needed. The objectives are to gain a background of creative writing in different formats and genres, to foster a better understanding of different creative writing styles and to create original creative written works. This year long class is a more in depth version of the middle school semester long course	High school student and a willingness to write		2013-14	
FL110	Mandarin I	8th -12th	Yes	e	Mandarin I is an introductory level course designed for students who have not taken Mandarin before, or students who have limit exposure of Mandarin.Mandarin 1 is the first level in the series and is designed for students who have no prior knowledge of the Chinese language. It is designed for 8th grade students. Chinese characters are used extensively throughout the text and are accompanied by Pinyin, which acts as a pronunciation guide. Pinyin is gradually omitted as students become familiar with the characters and vocabulary. Mandarin 1 focuses on the pronunciation skills and introduces common characters, simple phrases and sentence patterns that are needed for communicating in basic, practical situations. Grammatical structures are explained clearly and are accompanied by many examples of how to use them correctly. Background information on relevant cultural topics are also included to strengthen students' understanding of the language. Mandarin 1 introduces more than 280 words and phrases, and provides 84 characters to learn to write.	none		2011-12	PC 2/1
FL120	Mandarin II	9th -12th	Yes	e	Mandarin 2 is the second course of a series of Chinese Mandarin NiHao courses designed to prepare students to meet the college second language requirement or for students who wish to pursue the Chinese advanced studies. Students will continue to learn characters, word usage, sentence patterns, and grammar to comprehend reading texts. Additionally, students will apply their knowledge of vocabulary words and sentence structures to writing essays. Students will also increase their knowledge of Chinese culture and history. Students will achieve greater fluency in their oral presentation on a variety of topics.; Students will be able to read simple newspaper articles which require them to understand more comprehensive knowledge of word usages and sentence patterns ;Students should be able to recognize at least 300 characters and to write well-organized 200 words short essays; Students will acquire knowledge of Chinese culture and history.	Mandarin I		2011-12	PC 2/1
FL130	Mandarin III	9th-12th	Yes	e	Mandarin 3 is the third level in the series NiHao textbook. It is designed for students who have completed Mandarin 1 and Mandarin 2. As in the Mandarin 1 and 2 Chinese characters are used extensively throughout the text and are accompanied by Pinyin, which is gradually omitted. Mandarin 3 teaches students more advanced sentence structures and expands on the vocabulary and language to assist them with holding more in-depth conversations on relevant topics. Mandarin 3 introduces more than 500 words and phrases, and provides 151 characters to learn to write. Topics include asking school subjects, tests, class getting around, modes of transport leisure activities describing appearances travel, holidays feeling sick celebrations	Mandarin II		2012-13	PC 2/1
FL140	Mandarin IV	9th-12th	Yes	e	Mandarin 4 is a alternative course designed for students who wish to continue to take Mandarin in less rigorous pace as AP Chinese. Student will continue to study NiHao series of Level 4.Ni Hao, Mandarin 4 is the fourth level of the Ni Hao series and is designed for students who have completed Ni Hao, Volumes 1-3. Topics include relationships, dating, fashion, part-time jobs, school events, and social issues. As in other levels, Chinese characters are used extensively throughout the text and are accompanied by pinyin, which acts as a guide to pronunciation. Pinyin is gradually omitted as the student becomes familiar with the characters and vocabulary. There are four lessons in Mandarin 4, each with four sub-topics, followed by example sentences, vocabulary, and character lists. Mandarin 4 introduces more than 600+ words and phrases and 140 written characters. Appendices with Chinese-English and English-Chinese Words and Expressions contain pinyin, English, and traditional and simplified character listings for words learned in the text. (This class is possibly combined with AP Chinese)	Mandarin III or Teacher recommendation		2014-15	PC 2/1

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FL150	AP Chinese Language and Culture	9th-12th	Yes	e	The AP Chinese Language and Culture course is designed to be comparable to fourth semester(or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-Speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides student with opportunities to perform Intermediate-to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Language (ACTEFL) Proficiency Guidelines. The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (International, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. AP Chinese language and culture teachers plan and implement a course that focuses on language proficiency while interviewing level-and age- appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.	Mandarin III or Teacher recommendation		2013-14	p
FL210	Spanish I	8th-12th	Yes	e	Spanish I focuses on teaching beginner students to understand, interpret, and produce orally and in written form using basic vocabulary and grammatical structures in the present tense. Learning will be solidified with the reading of a beginner level novel. Students will be exposed to Hispanic culture through movies, celebrations and stories.			2009-10	PC 1/31
FL220	Spanish II	9th-12th	Yes	e	The objective of Spanish II is to teach beginner-intermediate students to communicate using intermediate vocabulary in sentences containing intermediate grammatical structures. Students communicate using present (indicative, progressive, and imperative), past, and reflexive verbs. Learning will be solidified with the reading of an intermediate level novel. Students will be exposed to hispanic culture through movies, celebrations and stories.	Spanish I		2010-11	PC 1/31
FL230	Spanish III	9th-12th	Yes	e	The Spanish III course teaches students to communicate using intermediate-advanced vocabulary in sentences containing intermediate grammatical structures. Students communicate using all tenses learned in previous levels in addition to conditional, subjunctive, and future tenses. Learning will be solidified with the reading of two intermediate-advanced novels. Students will be exposed to hispanic culture through movies, celebrations, stories and articles.	Spanish II		2012-13	PC 1/31
FL240	Spanish IV	9th-12th	Yes	e	Spanish IV/The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.	Spanish III		2013-14	PC 1/31
FL250	AP Spanish Language	11th - 12th	Yes	e	The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.	Spanish IV or Teacher recommendation		2014-15	PC 1/31
HS300	World Geography	9th Grade	Yes	a	By the end of this course, students will have developed an understanding of the physical and human geography of the many different regions of our world. Students will be able to analyze charts, maps, and other geographic representations to develop a deeper understanding of the earth's resources, and how humans thrive in some areas, while struggling to exist in others. Students will also build empathy for the plight of exploited and subjugated groups, gain a greater knowledge of the diversity of political and economic systems, learn the steps necessary to become advocates for positive change, and apply what they have learned from the world around them here at home.			2009-10	R. Dahl 2/13/17
HS400	AP World History	10th	Yes	a	AP World History requires students develop the skills of a historian by demonstrating knowledge of the subject, practical applications of materials, assessments of primary resources and synthesizing information. Beginning with the evolution of homosapiens, our text covers the complex and fascinating journey of civilization to the present time. As a great deal of information is presented to students during this course of study, it is imperative that each student keep up with assignments. Passing the college board exam requires a commitment on the part of the student.			2010-11	R. Dahl 2/13/17
HS500	AP US History	11th	Yes	a	This Advanced Placement United States History course is intended to help students acquire an in depth understanding of our nation's history. In order to do so, students must master a certain set of historical and analytical skills, including chronological and spatial methods of thinking, as well as those essential for effective and successful historical research and interpretation. Additionally, by the end of this class, students will have had the opportunity to weigh and assess the difficult issues within the story of America through the accessing of historical materials, through the process of evaluating relevancy and reliability, and through the synthesis of essays, multiple choice response, and formal debate arguments.			2011-12	R. Dahl 2/13/17

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HS530	Sierra College History 17A & 17B	11th	NA		Each semester is a three credit dynamic college level U.S. History course that will also earn students from Western Sierra ten units towards graduation. Grades will be maintained through Sierra College and transferred to Western Sierra at the end of the semester. As a college level student, all correspondence is between students and teachers only. This increased level of responsibility should better prepare students for their future college goals. 17A - This history of the United States course traces America's development from its origins to 1877. It places emphasis on the evolution of colonial societies, the American Revolution and the establishment of the Republic, Constitution and constitutional developments, and emergence of a national political tradition; ethnic and racial pluralism of settlement, growth and development; the market revolution and emergence of democracy; institution of slavery, territorial expansion, and events, issues, and developments culminating in the Civil War and the Reconstruction of the South. 17B - History of the United States from 1865 to the present. Emphasis on national political, economic, intellectual, and social trends and their impact on constitutional law; industrialization and urbanization; evolution of American ethnic, cultural and racial pluralism; and role of United States in world affairs. Also addresses California state and local issues in a broad, national context. (C-ID HIST 140) (CSU, UC)	<a href="#">Sierra College Academic Enrichment requirements</a>		206-17	R. Dahl 2/13/17
HS600	AP Government & Politics	12th	Yes	a	This college-level course will examine government institutions and political processes in the United States of America. Every unit will seek to answer how that particular topic influences policy and policy makers. As a student you will be expected to think critically about the political structures and policies currently in place and will be challenged to create solutions for the struggles our nation is facing.			2012-13	R. Dahl 2/13/17
HS650	AP Psychology	11th-12th	Yes	g	The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students learn about some of the explorations and discoveries made by psychologists over the past century. Students assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psycho-dynamic, and sociocultural perspectives. Most important, students come to an appreciation of how psychologists think (or at least an appreciation of the kind of critical analysis that psychologists espouse and hope to model in their words and actions).			2013-14	R. Dahl 2/13/17
HS710	Pop Culture	11th-12th	Yes	g	20th Century US Popular Culture focuses on answering the question "what does it mean to be an American, culturally?" Starting in the 1900s, students will look at each decade and determine how that question was answered by Americans from that era. The class will explore the politics, music, literature, film, fashion, slang, leisure activities, and social movements of each decade up to the present and students will discuss how the American identity has evolved over time. This course will support both the AP US History course and the AP Government and politics course by providing a social background for the developing American ideals and what it means to be an American both historically and politically. It is also designed to be fun with lots of activities to get students thinking, discussing, and creating various projects to further explore topics of interest. The class will have a hands on approach to get students involved with the content.			2013-14	R. Dahl 2/13/17
HS730	Philosophical Ethics	10th-12th	Yes	g	This course focuses chiefly on the investigation of rightness and wrongness, and how humanity has historically made these distinctions. Significant time will be devoted to discussing the values different people and cultures hold and what effect they have on our character, communities, and society as a whole. The goal of this class is to increase your ability to make sound moral and ethical judgments by examining the diversity of human experience. Specifically, students will develop their ability to reason by engaging in robust debates that cover complex moral dilemmas and modern political issues, to age old questions of life's meaning and what obligations we have to one another.			2014-15	R. Dahl 2/13/17
HS740	Global Themes in History	11th-12th	Yes	a	This course of study will explore events and cultural norms that have affected world history. By incorporating primary sources, works of art, literature and theater, students will take an in-depth look at major events that have shaped the world as we know it. Be prepared to participate in a variety of activities including a small theater production and a musical interpretation. You don't need any talent, you just need to be adventurous!			2015-16	R. Dahl 2/13/17
MA370	Integrated I	9th	Yes	c	Integrated Math I is the first course in the three-course Integrated Math series. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades. Students practice solving problems and expressing solutions in multiple ways while learning how various mathematics disciplines are connected.	Math III		2015-16	CL 2/1/17
MA380	Integrated II	9th-10th	Yes	c	Integrated Math II is the second course in the three-course Integrated Math series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions.	Integrated I		2016-17	CL 2/1/17
MA390	Integrated III/Pre-Calculus	10th-12th	pending		Integrated Math III is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance.	Integrated II		2017-18	CL 2/1/17
MA500	Algebra II	9th-12th	Yes	c	Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.	Geometry		2010-11	CL 2/1/17

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MA600	Pre-Calculus	10th-12th	Yes	C	This is an upper level college preparatory course for students intending to take college level or AP Calculus. This year long course is based primarily on trigonometry, mathematical analysis and linear algebra. In addition, we will incorporate limits and introduction to calculus in the course. Specific topics include functions, polynomials, conic sections, trigonometric identities, matrices, sequences and series.	Algebra II		2011-12	CL 2/1/17
MA700	AP Statistics	11th-12th	Yes	C	The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Descriptive Statistics, Sampling and Experimentation, Probability, and Statistical Inference	Algebra II or Integrated 2		2013-14	CL 2/1/17
MA800	AP Calculus AB	11th-12th	Yes	C	Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least a semester of calculus at most colleges and universities, perhaps to a year of calculus at some. Algebraic, numerical, and graphical representations are emphasized throughout the course.	Pre-Calculus		2012-13	CL 2/1/17
MA810	AP Calculus BC	11th - 12th	Yes	C	Explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.	AP Calculus AB		2015-16	CL 2/1/17
PE300	Physical Education	9th-12th	No		This is a basic foundation course in physical education. In this course, the student will learn the history and rules of play, as well as the psychological and sociological concepts as they relate to team sports and fitness. The student will practice and analyze the various skills involved in the sport or unit activity. Students will also engage daily in fitness exercise which will be embedded into each unit. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.			2009-10	
PE320	Athletic PE	9th-12th	No		This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.				
SC300	Biology	9th	Yes	d	BSCS Biology: A Human Approach is an innovative, activity-driven biology program that is appropriate for all high school students. It is a sequential, full-year, general biology curriculum that makes frequent use of human examples to engage students in the fundamental concepts of biology. Foremost among the program's innovative features is a comprehensive emphasis on the unifying concepts of biology and less emphasis on vocabulary and the memorization of disconnected facts. Instead of the typical encyclopedic approach to biology, broad concepts and the factual content that elaborates those concepts are presented in ways that demonstrate biological interconnections, permit an in-depth exploration of life, and establish a relevance to students' lives. BSCS Biology: A Human Approach also strongly emphasizes the development of students' problem-solving, critical-thinking, and inquiry skills. This curriculum allows learners to conduct investigations that are meaningful to them and that highlight experimental design, analysis of data, the formulation of explanations, and the application of concepts. The rapid increase in the knowledge base of biology demands that students develop lifelong-learning skills that encourage continued science literacy. In this course, we believe that we have provided the tools to meet this need by presenting biology in a way that unifies life and establishes a relevance to students' lives.			2011-12	
SC400	Chemistry	10 - 12th	Yes	d	Chemistry investigates matter and the changes that it undergoes in a laboratory setting. Topics include: atomic structure, formula and equation writing, bonding, solutions, ionization, kinetic-molecular theory, acid-base theory and the interrelations and impact of chemistry on society. Theories that are presented focus on the behavior of atoms, ions, and molecules. Students will be expected to develop the ability to express theories both verbally and mathematically.			2011-12	
SC500	Physics	10th-12th	Yes	d	Conceptual Physics is algebra based laboratory survey course designed to instill basic concept & mathematical understanding of the mechanical universe. Thru lecture, demonstrations and lab work, initial work in kinetics & dynamics identifies student misperceptions of classic mechanical principles / laws that have been engrained us since the days of Aristotle. The course is broad based and covers Mechanics, Heat / Thermodynamics and Electricity & Magnetism. A secondary goal is to integrate primary Chemistry core principles (ex: electric periodic table ) into the curriculum so students see connections and continue with advanced science courses. This course is a freshman prelude to Honors/ A.P. physics.				
SC550	Principles of Engineering	11th - 12th	Yes	g	Principles of Engineering is an introductory course to engineering practices. Through problems that engage and challenge, students explore a broad range of engineering topics, including several varied engineering disciplines. Practical applications of engineering problems in each of the disciplines will be addressed. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. While this class will count as a science class for WSCA and will, therefore, count as one year of science needed to graduate (three years are needed in total). For applications to colleges and universities, this class will usually count as elective credits (it will be submitted for UC category G).	Geometry, Biology, Chemistry	Recommended: Conceptual Physics; Algebra II Helpful: AP Statistics	2014-15	

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SC570	Investigations into Marine Science	11th - 12th	Yes	d	This Marine biology course builds upon biological concepts developed during earlier biology courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviours, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Field trips and community stewardship projects, such as beach and river cleanups, are also planned.	Biology, Chemistry		2014-15	
SC600	AP Biology	11th-12th	Yes	d	The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The class is designed for students who have taken both biology and chemistry. In addition, it is strongly recommended that students in the course are taking or have taken physics. Students interested in pursuing science in college and/or as a career are encouraged to take the class. Students who do well on the AP biology exam (a 3 or better) may qualify for college credit and/or may be exempt from taking freshman-level biology courses as part of a degree in the sciences.			2012-13	
SC710	AP Physics I	10th - 12th	Yes	d	AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce beginning electric circuits. Note: change made March 22 to include 10th grade if the student is strong in math, has completed Geometry and preferably has completed Algebra II.	Algebra I, Geometry, Biology	Algebra II	2014-15	
VP300	Band	9th-12th	Yes	f	High School Band is a year long instrumental ensemble class for beginning through advanced woodwind, brass, and percussion players. In this course, students will play a variety of popular and classical pieces, develop technical skills on their instrument, and further their understanding of music theory. Performances are twice a semester and are required. Students must provide their own instruments to join this class.			2010-11	
VP310	Choir	9th-12th	Yes	f	High School Choir 1 is a rigorous course where students will not only learn how to sing individually and as a member of an ensemble, but will also learn how to read and interpret written music, understand and use key vocabulary when discussing music, and make connections between historical time periods/music genres and performance techniques appropriate to the genre. Opportunities will also be given to investigate and study professional job opportunities within the field of music. Performances will be held at evening concerts and other special events. Attendance at performance and dress rehearsals are a course requirement and are a primary method of assessing progress toward mastery. Students will also maintain a music journal, developing and honing skills in reading and interpreting music, as well as applying analysis skills and reflection to their practice as a musician.			2009-10	
VP320	Choir II	9th-12th	Yes	f	High School Choir 2 is a rigorous course open by audition only, where students will refine their abilities to sing individually and as a member of an ensemble, strengthening their ability to read and interpret written music, understand and use key vocabulary when discussing music, and make connections between historical time periods/music genres and performance techniques appropriate to the genre. Opportunities will also be given to investigate and study professional job opportunities within the field of music. Students will also be responsible for preparing a solo or small ensemble piece for performance, research and write a report on a composer, and attend and critique other performances. Performances will be held at evening concerts and other special events. Attendance at performance and dress rehearsals are a course requirement and are a primary method of assessing progress toward mastery. Students will also maintain a music journal, developing and honing skills in reading and interpreting music, as well as applying analysis skills and reflection to their practice as a musician.	Audition		2013-14	
VP330	Orchestra	9th - 12th	Yes	f	Orchestra is a year long instrumental ensemble class for beginning through advanced violin, viola, cello, and upright bass players. In this course, students will play a variety of popular and classical pieces, develop technical skills on their instrument, and learn elements of music theory. Performances are twice a semester and are required. Students must provide their own instruments to join this class.			2014-15	
VP350	Guitar I	9th - 12th	Yes	f	Guitar I is a full year course for any student who wants to learn to play the guitar. In addition to learning to play popular songs, students will learn essential playing techniques such as finger-style, hammer-ons, pull-offs, strumming, palm muting, and alternate picking. Students will also develop a basic understanding of music theory, including scales, chords and reading music. Assessments include written tests as well as playing tests. An acoustic guitar is required to join this class.			2014-15	
VP360	Guitar II	9th - 12th	Yes	f	Guitar II is a year long course for intermediate and advanced guitarists. In addition to further developing their guitar playing technique, students will learn to read music and play popular songs. Electric guitar playing techniques will also be explored.	Guitar I or Instructor approval.		2014-15	
VP410	Art I	9th - 12th	Yes	f	The visual arts 1 is intended to be a course where students will not only learn how to create individually meaningful art, but will also learn how to interpret art, understand key vocabulary, and make connections between historical time periods and art mediums. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to the visual arts. Opportunities will also be given to investigate and study professional job opportunities within the field of art. Art showcases will be held twice a year and students will be encouraged to submit art to be displayed.			2009-10	

