

2018-2019

*WUSD
HIGH SCHOOL
Course Catalog*



*Every child has hope,
Every student is a graduate,
Every graduate has a dream.*

2018-2019

COURSE OFFERING AND DESCRIPTION GUIDE

FOR

WICKENBURG HIGH SCHOOL
WICKENBURG DIGITAL LEARNING PROGRAM

WUSD GOVERNING BOARD

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TABLE OF CONTENTS

GENERAL INFORMATION	4
Non-Discrimination	4
Compulsory Attendance	4
Attendance Policy	4
AzMerit	4
American Civics Act Test	4
Course Availability	4
Grand Canyon Diploma Test Policy	4
Student Fee Structure	4
Eligibility for Extracurricular Activities – No Pass/No Play	5
EDUCATIONAL PLANNING	6
Education and Career Action Plan (ECAP)	6
Career Development Plan	6
Course Credits	6
Graduation Requirements	7
Grand Canyon Diploma (Move on When Ready/Excellence for All)	8
The Advanced Placement International Diploma (APID):	9
Admission to Community Colleges	9
Admission to State Universities	10
ACADEMIC COMPETENCY REQUIREMENTS	12
NCAA REQUIREMENTS	14
EXPLANATION OF GRADING SYSTEM	14
Credit Recovery by Objective	14
Credit Recovery	14
Grade Improvement	15
Online Transfers/Equivalency test	15
Course Challenge	15
Early Final	15
Incompletes	16
Change of class Schedule	16
CLASS RANK/WEIGHTED GRADING	16
HONORS GUIDELINES	18
ACADEMIC COURSE OFFERINGS	19
ENGLISH	19
MATHEMATICS	20
SCIENCE	22
SOCIAL STUDIES	24
INTERNATION LANGUAGE	25
PERFORMING ARTS	26
VISUAL ARTS	27
PHYSICAL EDUCATION	27
NON-DEPARTMENTAL OFFERINGS	27
WICKENBURG UNIFIED SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION (CTE)	29
BUSINESS, MARKETING & MANAGEMENT	30


HUMAN SERVICES & RESOURCES	30
DIGITAL COMMUNICATIONS	31
INDUSTRIAL, MANUFACTURING & ENGINEERING SYSTEMS	31
WEST-MEC	32

CODING GUIDELINES FOR THIS HIGH SCHOOL COURSE OFFERING AND DESCRIPTION GUIDE:

Courses coded with a * meet the WUSD Graduation Requirement for Fine Arts or Career and Technical Education

Courses coded with a + meet the Arizona university system's fine arts or CTE subject area requirement for admission.

Courses coded with a ^ meet the 4th Math Credit requirement beginning with the Class of 2013.

Courses coded with a  indicate that they may be available through Wickenburg Digital Learning Program (WDLP).

STUDENTS AND PARENTS – PLEASE NOTE:

Courses listed herein are proposed for next school year. The final decision to offer a course will be dependent upon the following factors:

1. Enrollment standards are met (a minimum number of students enrolled)
2. Availability of an Arizona Department of Education certified and appropriately certified teach
3. Classroom space
4. Ability of the District to financially support the program
5. Approval of the course by the Governing Board

GENERAL INFORMATION

Non-Discrimination

WUSD does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups. WUSD Career and Technical Education department does not discriminate in enrollment or access to any of the programs available: Business, Photography, Culinary Arts, Construction, and Engineering. The lack of English skills shall not be a barrier to admission or participation in the district's activities and programs. WUSD also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s).

Title VI: Erin Johnson, HR Coordinator – 928-668-5303

Title IX: Matt Johnson, Wickenburg High School Athletic Director – 928-684-6609

Section 504: Anne Marie Davee – 928-684-6713

Title II: Debbie Hodgkiss, Director of CAILL – 928-668-5355

Compulsory Attendance

Arizona state law states that students must attend school until they are 16 years of age. (ARS 15-803) Students under the age of 16 with documented truanancies are subject to a class 3 misdemeanor punishable by jail time or a fine as violators of the state truancy law. (ARS 15-802)

ATTENDANCE POLICY

A.R.S. 15-803B mandates that 90% attendance is required in each class to receive credit. If a student reaches 10 absences (excused or unverified) in a class, they jeopardize their ability to earn credit in that class. Chronic Illness called in as medical.

AzMERIT

In the spring of 2015, the State Board of Education began administering a new proficiency exam to students enrolled in English Language Arts and Mathematics courses called AzMERIT (Arizona's Measurement of Educational Readiness to Inform Teaching).

American Civics Act Test

Beginning with the Class of 2017, the American Civics Act (HB 2064) passed on January 15, 2015, requires students to pass a civics test in order to graduate from high school. Wickenburg Unified School District will provide multiple opportunities for students to take and pass this exam to meet the state graduation requirement.

Course Availability

Courses listed herein are for the designated school year. The final decision to offer a course will be dependent upon the following factors: (1) Classroom space; (2) Availability of a certified and/or highly qualified teacher; (3) Enrollment standards are met (a minimum number of students enrolled); (4) Ability of the district to financially support the program. In addition, any proposed new course must meet the following criteria: (1) Completion of a course request packet (including curriculum map aligning with state standards, mid-term exam, and End of Course Assessment); (2) District approval for recommendation to Governing Board; (3) Governing Board approval.

Grand Canyon Diploma Test Policy

Starting for the 2018-2019 school year WUSD will only pay for students exams for students that have earned the projected passing score from Cambridge teachers. Students wishing to take the exams that have not reached the passing score will be required to pay the test fee prior to test registration to the WHS Bookstore. In addition WUSD will only pay for one attempt. Any additional attempts will need to be paid for by the tester.

Student Fee Structure

The Wickenburg Unified School District does not require students to pay for a required program of instruction. The opportunity to attend school, complete required course work, or earn required course credit during the regular school day is not contingent upon payment of any optional fee/material charge.

Eligibility for Extracurricular Activities – No Pass/No Play

Eligibility will be at least that as stipulated by the State Board of Education Rule R7-2-808 and the Arizona Interscholastic Association.

1. Extracurricular Activities

Extracurricular activities are those activities for which no credit is earned in meeting graduation or promotional requirements and are organized, planned, or sponsored by the District consistent with District policy.

Extracurricular activities include two areas:

A. Interscholastic Activities

This category includes all interscholastic activities which are of a competitive nature, and involve more than one school where a championship, winner, or rating is determined.

Example: Athletic competitions and some activities in speech, theater, music, and Spiritline

B. Activities For Which No Credit Is Earned

This category includes activities of a continuous and ongoing nature for which no credit is earned toward graduation or promotional requirements and which are organized, planned, or sponsored by the District consistent with District policy.

Example: Elementary school athletics

2. Eligibility Requirements

To be eligible to participate in extracurricular activities a student must:

- A. Earn a passing grade in every course or subject in which he/she is enrolled.
- B. In high school, maintain satisfactory progress toward graduation requirements by enrollment and achieve passing grades in a minimum of six credit bearing courses per semester; seniors must be enrolled and making satisfactory progress towards graduation. For the class of 2020 satisfactory progress is determined as follows:

Credits:	Min. Credits	Possible Credits
End of 9th grade Semester 1	2 Credits	3.25 Credits
End of 9th grade Semester 2	4 Credits	6.50 Credits
End of 10th grade Semester 1	7 Credits	9.75 Credits
End of 10th grade Semester 2	10 Credits	13.00 Credits
End of 11th grade Semester 1	13 Credits	16.25 Credits
End of 11th grade Semester 2	16 Credits	19.50 Credits
End of 12th grade Semester 1	19 Credits	22.75 Credits
Total at Graduation	22 Credits	26 Credits

- C. It is expected that freshmen, sophomores and juniors be registered in six accredited classes per semester. Seniors are expected to be enrolled in five classes first semester and those remaining classes that are needed to graduate second semester. Individual circumstances may be reviewed by school administration.

3. Ineligibility

Checks of academic progress will be made under the direction of the principal or his/her designee.

- The checking period is every week.
- On Friday, any students failing a class will be listed as being on “warning” for the next week. The coach and student are notified.
- The following Friday, any student that is still failing a “warning” class will be listed as ineligible starting the next week. The student will remain ineligible until the grade is brought up to passing.
- Students deemed ineligible at the end of a semester or a school year, shall carry that ineligibility to the next semester.
 - For students that participate in winter sports there are some additional considerations. If a student finishes Semester 1 with one or more F’s, they would remain ineligible for the first two weeks of Semester 2. Then when the first grade checks are done for Semester 2, the student would be allowed to participate if they were passing all classes at that point in time. Additionally, students that drop below the minimum number of credits allowed for participation due to semester 1 failures would be allowed to finish the season after the first two weeks of semester 2 and grade checks. However, they would not be allowed to participate in spring sports due to their deficiencies.

- If an athlete fails a course at the end of the spring semester, he/she is ineligible for the first game of the fall season, unless the course is retaken/passed in the summer.

The Athletic Director's office will notify coaches of ineligible students.

During a private conference, the coach will notify the student of his/her ineligibility. Remediation options will be presented to the student.

Teachers are responsible for providing materials to help students remediate under their classroom rules and expectations. When it is determined that a student's eligibility is in jeopardy, the student and his/her parents shall be given oral or written notice of pending ineligibility. When ineligibility is determined, the student and his/her parents or guardian shall be provided written notice in the form of a letter signed by the principal. A notification of the ineligibility will be forwarded to the teacher or teachers of those classes wherein the student is failing.

5. Support Services

Every school offers a wide range of support services and remedial options for students who fail to make appropriate academic progress. These include adult or peer tutoring, specially designed remedial homework, make-up opportunities, and special assistance before or after the regular school day. When students are notified of pending or established ineligibility under this rule, the teacher is expected to provide remedial opportunities for students.

EDUCATIONAL PLANNING

Education and Career Action Plan (ECAP)

Arizona State Board of Education Rule #R7-2-302.05

This course description guide has been developed to assist students and parents in making wise decisions in choosing courses. High school counselors are available to assist students and parents in planning and/or evaluating a student's program whenever necessary. It is important that each student work with his/her counselor and parents to develop an ECAP, which will include all course requirements for graduation, career goals and exploration, post-secondary education goals, and extra-curricular activities. Recognizing that individual needs, interests, abilities, and objectives differ, it is important that each student develop a high school program that is meaningful and personally rewarding. Planning assures the student of meeting all of the requirements for graduation as well as completing courses needed to fulfill specific career objectives for post-secondary opportunities.

Career Development Plan

The Wickenburg Unified School District has as a primary goal that all students are provided opportunities for academic excellence and preparation for lifelong employment. The integration of academic achievement, career and technical education, and workplace readiness are all vital to ensuring that students are ready to make the transition from high school to post-secondary education. Counselors will work with students to develop an Education and Career Action Plan (ECAP) based on the student's interests and aptitudes. This ECAP may be revised throughout high school to ensure that the student has the opportunity to explore careers of his/her choice. The Guidance staff is qualified to assist students. Students are encouraged to build upon their Electronic Portfolio in through the Arizona Career Information System (*azcis.introcareers.org*). In the AzCIS system, they may take interest inventories and personality assessments, investigate and compare careers and colleges, write résumés and explore scholarships. All this can be stored in their Electronic Portfolio. Students may access AzCIS and their Electronic Portfolio for the rest of their life. Furthermore, students may receive "on-the-job" training and course credit through a variety of internships and mentoring programs.

Course Credits

1. A unit of credit is granted for work completed in a subject meeting one period daily for a full year.
2. If credit deficiencies exist, we offer the following options:
 - a. Credit Recovery through our blended course offerings or retaking the course in a traditional classroom.
 - b. Credit Recovery by objective during school year 7:30 AM (student must have earned 50% or higher)
 - c. Credit Recovery by objective during summer
 - d. Summer School – both onsite, blended, and online courses are available.

GRADUATION REQUIREMENTS WUSD#9

Traditional Diploma

A total of 22 credits are required for the 2018 and beyond to graduate. These credits shall be earned as follows:

English	4 Credits
English 9, English 10, English 11, English 12	
Mathematics	4 Credits
Algebra I, Geometry, Algebra II, and one additional math course that includes significant mathematics content	
Science	3 Credits
Biology and two additional lab science courses	
Social Science	3 Credits
World History, US History, Government/Economics)	
Fine Arts or CTE	1 Credit
Electives	7 Credits

Grand Canyon Diploma

A total of 9.5 credits are required and **successful Completion of all Required Board Examinations**
These credits shall be earned as follows:

English	2 Credits
Cambridge Honors English 9, Cambridge Honors English 10	
Mathematics	2 Credits
Cambridge Honors Math 9, Cambridge Honors Math 10	
Science	2 Credits
Biology, chemistry	
Social Science	2.5 Credits
World History, US History, Government/Economics	
Fine Arts or CTE	1 Credit

ARIZONA BOARD OF REGENTS (ABOR)

The Arizona Board of Regents outlines academic competency required for entrance into Arizona universities. Minimum requirements in the content areas below are as follows:

English	4 Credits
(1-2, 3-4, 5-6, 7-8)	
Mathematics	4 Credits
Algebra I, Geometry, Algebra II, and one additional math course that includes significant mathematics content	
Science	3 Credits
Biology and two additional lab science courses	
Social Science	2 Credits
World History, US History, Government/Economics)	
Fine Arts or CTE	1 Credit
Foreign Language	2 Credits
Must be the same	

* The Grand Canyon Diploma (GCD) is a competency-based diploma offered after qualification is achieved on all required Board Examinations. **The GCD is the only path to early graduation at WHS.**

□ Wickenburg Unified School District's **Algebra I** course is a prerequisite to the other required math courses above which may be completed prior to or once enrolled in high school. If completed in prior to high school in accordance with WUSD guidelines, Algebra I credit may be transferred to the high school transcript at student/parent request but will not be calculated for class rank purposes.

Students may request a Personal Curriculum in Mathematics following State Board Rule R7-2-302.03. Please see the principal or his designee for more information.

PLEASE NOTE:

- Credits earned through correspondence courses shall be taken from a regionally accredited institution in order to meet graduation requirements.
- Only pre-approved credit may be accepted from community colleges or universities for high school credit. This approval must be done through the Principal before enrolling in these courses. Only courses 100 and above may be transferred. **Students may earn only one-half credit for every three semester-hour course (cf. ARS 15-701.01(F)).** Students must provide official grades from the community college to be granted credit prior to graduation.
- Credit through online courses is available through the Wickenburg Virtual Academy. Non-concurrent online transfer credit is accepted up to a maximum of two (2) courses from online sources. Of the two courses, one (1) may be a core credit (English, Math, Science or Social Studies) providing the course has been approved by the Principal and the Executive Director of Educational Services, and must be awarded by an institution accredited by NCA or another regional accrediting association.

Students must meet all requirements before they will be permitted to participate in the commencement ceremonies. Please note the only path to early graduation at WHS is through the Grand Canyon Diploma.

All high school students must comply with the following minimum requirements:

- Per board policy, freshmen, sophomores and juniors must take six WUSD classes per semester that provide credit toward graduation. Seniors are required to take five WUSD classes per semester.
- Students must meet the graduation requirements of the Wickenburg Unified School District and the State of Arizona.

Students new to the District in grades 11 and 12 may meet the graduation requirements of the school from which they transfer. However, all 11th and 12th grade transfer students must also satisfy the State of Arizona’s graduation requirements. They may then participate in Wickenburg District commencement exercises and be awarded a diploma as long as Arizona requirements are met.

Students placed in special education classes, grades 9-12, are eligible to receive a high school diploma. The individual education plan that is developed for each student will document the student’s eligibility to receive a diploma. Reference to special education will be placed on the student’s transcript and permanent file.

Grand Canyon Diploma (Move on When Ready/Excellence for All)

In 2010, Wickenburg High School was selected as a pilot program site for the “Move On When Ready” initiative. This initiative provides high school students with the ability to exit high school following their sophomore year and enter into either a community college program, enter apprenticeship, trade programs offered through the Western Maricopa Educational Consortium (West-MEC) or any of the other Joint Technical Education Districts (JTED) throughout the state or stay at the high school and take advanced courses.

Requirements to earn the Grand Canyon Diploma are as follows:

- 2 credits of English
- 2 credits of Mathematics
- 2 credits of Science, including lab-based science, engineering or information technologies
- 1 credit of World History
- 1 credit of American History
- 1 credit of fine arts **or** Career and Technical Education
- ½ credit of Economics
- 2½ credits of Electives

In addition to the credit requirements, students must earn a passing score on end-of-course assessments in the core subject areas (English, Mathematics, Science, Social Studies). **Students are expected to work continuously toward the Grand Canyon Diploma.** Students who do not earn a qualifying score on a particular core may retake the next during the next exam series. The qualifying scores are as follows:

Cambridge International Exams and Course Areas	College-Ready Qualification Score	Grand Canyon Diploma Requirements: Students must earn the college-ready qualification score on five (5) exams, successfully complete seven (7) exams, and successfully complete Fine Art/CTE and economics courses. Students must:
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IGCSE English First Language (Extended) (Honors English 9)	B	Meet the college-ready qualification score.
IGCSE English Literature (Honors English 10)	C	Reach a passing score of G or above.
IGCSE Mathematics (Honors Math 9) (Extended) (Honors Math 10)	C	Meet the college-ready qualification score.
IGCSE Biology IGCSE Chemistry IGCSE Physics IGCSE Coord. Sciences*	C	Meet the college-ready qualification score on 1 science exam. Reach a passing score of G or above on 1 additional science exam.
IGCSE World History IGCSE American History	C	Meet the college-ready qualification score on 1 history exam. Reach a passing score of G or above on 1 additional history exam.
Meet the college-ready qualification score of "C" on 1 additional Cambridge IGCSE exam, choosing from: English Literature, the sciences**, or history exam areas.		
Fine Art or Career and Technical Education (CTE)	G	Meet the college-ready qualification score on IGCSE Art & Design, IGCSE Drama, or IGCSE Music or successful completion of a local course.
Economics	Local course	Successfully complete a local course (½ credit).

During the freshman year, counselors will meet with the student and parents to develop a 4 year plan towards graduation. This will mirror the ECAP and will be reviewed annually.

The Advanced Placement International Diploma (APID):

The APID is a globally recognized certificate for students who have an international outlook. The APID challenges a student to display exceptional achievement on AP Exams across several disciplines. To qualify for the APID, students must successfully complete all requirements for the Grand Canyon Diploma AND earn grades of three or higher on at least five AP Exams in the following content areas:

- Two AP Exams from two different languages selected from English and another world language
- One AP Exam from the science or mathematics content areas
- One AP Exam designated as offering a global perspective
- One (or two) additional AP Exams from among any content areas except English and world languages. These include the content areas already described as well as history and social sciences and arts.
- AP Coursework may be taken in the Move on When Ready Lab. Please see your counselor for details.

Eligibility for the APID is dependent upon successful completion of Board Examinations in the core content area and a commitment to maintain enrollment in the AP coursework for a minimum of one semester.

Please see your counselor or an administrator for more details about this international certificate.

Admission to Community Colleges

There are a number of quality community colleges located in the greater Phoenix area. Courses range from technical skills and trades to academic studies. The ACT or SAT examinations are not required for admission. Students who complete a program of study may receive an associate degree, certificates ("certified status"), or "transfer" status to a four-year college/university depending upon their program of study.

In cooperation with post-secondary institutions, District high school students may enroll in both high school and college classes under terms prescribed by the post-secondary institution and agreed upon by the District. Concurrent enrollment is when students

are taking a college class off-site, or online, while still enrolled in high school campus. Community college courses do not always fulfill university requirements for admission. Any student interested in this opportunity should see his/her guidance counselor, and seek preapproval from his/her principal.

Admission to State Universities

ADMISSION STANDARDS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE ARIZONA BOARD OF REGENTS OR LEGISLATURE. FOR MORE INFORMATION LOG ON TO:

<http://www.azregents.edu>

Arizona residents may be offered admission if they are a high school graduate and meet the following requirements for course and aptitude:

Course requirements

English - 4 years (composition/literature based)

Math - 4 years (Algebra I, Geometry, Algebra II and one course requiring Algebra II as a prerequisite)

Laboratory Science - 3 years total (1 year each from any of the following areas are accepted: Biology, Chemistry, Earth science, Integrated science, Anatomy and Physiology, and Physics)

Social Science - 2 years (including 1 year American history)

Second Language - 2 years (same language)

Fine Arts or Career and Technical Education - 1 year

ARIZONA STATE UNIVERSITY

www.asu.edu

Aptitude Requirement

Meet at least one of the following
 Top 25% in high school graduating class
 3.00 GPA in competency courses (4.00 = "A")
 ACT 22 (24 nonresidents)*
 SAT
 Taken prior to May 2016: 1040 (1110 nonresidents)
 Taken after April 2016: 1120 (1180 nonresidents)*

NORTHERN ARIZONA UNIVERSITY

www.nau.edu

Aptitude Requirement

3.0 GPA or higher in competency courses (on a 4.0 scale), or
 No deficiencies in the required course requirements

UNIVERSITY OF ARIZONA

www.arizona.edu

Aptitude Requirement

Please contact the University of Arizona

State of Arizona University Checklist

Below is a checklist for students and families to use in planning for entrance into an Arizona university. Although other courses may be taken in consultation with your counselor, this checklist provides a general guide to be followed in selecting courses as you move through your four years at Wickenburg High School.

Freshman Year:

- English 9 _____
- Algebra I _____
- Integrated Science _____
- World History _____
- Foreign Language/Fine Arts* _____

Sophomore Year:

- English 10 _____
- Geometry _____
- Biology _____
- U.S. History _____

- Economics/Government**** _____
- Foreign Language/Fine Arts* _____

Junior Year:

- English 11 _____
- Algebra II _____
- Chemistry, Physics, Anatomy and Physiology, or Earth Science** _____
- Foreign Language/Fine Arts* _____

Senior Year:

- English 12 _____
- Pre-Calculus*** _____
- Chemistry, Physics, Anatomy and Physiology, or Earth Science** _____
- Foreign Language/Fine Arts* _____

*The two year foreign language sequence can start during the freshman or sophomore year, but no later than the beginning of the junior year. Three years of foreign language is highly recommended, but not required. Between the freshman and senior year at least one full year of a fine arts class (i.e. art, band, choir, or drama) must be completed.

**WHS students who are university bound must take three years of lab science (i.e. Biology, Chemistry, Physics, Earth Science, Anatomy and Physiology...etc.), but a fourth year is highly recommended.

***University bound students must take four years of math. Students should take Algebra I, Geometry, Algebra II and one advanced math class, which requires Algebra II as a prerequisite.

****Students in the class of 2018 were required to take Economics and PE in the freshman year. Cohort 2019 and beyond take the courses in the sophomore year.

STATE UNIVERSITY ADMISSION

ACADEMIC COMPETENCY REQUIREMENTS

Competency may be demonstrated by 16 core courses from high school **OR** by completing the appropriate college courses within each subject area. In some cases, ACT or SAT scores may be used to satisfy competencies.

A minimum GPA of 2.0 is required for each subject area.

All FIRST YEAR and TRANSFER students with a combination MATH/LABORATORY SCIENCE deficiency are not admissible.

All TRANSFER students in completion of an Associate Degree, AGECE pathway, or TGEC are exempt from meeting competency requirements.

SUBJECT AREAS	WUSD HIGH SCHOOL CORE COURSES	ACT SCORES	SAT TEST SCORES	COLLEGE COURSE WORK
ENGLISH 4 credits (Composition or Literature)	English 9 English 10 English 11 English 12	English sub score of 21 or above	Critical reading score of 530 or above	*One transferable 3-credit English course from a regionally accredited institution of higher education.
MATH 4 credits	Algebra I or equivalent Geometry Algebra II One additional Advanced Math course which requires Algebra II as a prerequisite	Math sub score of 24 or above	Math score of 540 or above	*One transferable 3-credit college level course (for which at least Intermediate Algebra, or its equivalent, is a prerequisite) from a regionally accredited institution of higher education.
LAB SCIENCE 3 credits	One credit in a least three of the four areas (Earth Science, Biology, Chemistry, Anatomy and Physiology, and Physics). A fourth year of laboratory science is strongly recommended.	Natural Science sub score of 20 or above	SAT II subject test scores: Chemistry - 600 or above; Biology - 590 or above; Physics - 620 or above	**Three transferable 4-credit lab science courses from a regionally accredited institution of higher education (including one semester each from three of the following: Biology, Chemistry, Physics, Earth Science – an Integrated Lab Science or advanced level lab science may be substituted for one required course).
		TEST SCORES MAY ONLY BE USED TO SATISFY ONE LAB SCIENCE UNIT		

**STATE UNIVERSITY ADMISSION
ACADEMIC COMPETENCY REQUIREMENTS (CONTINUED)**

SUBJECT AREAS	WUSD HIGH SCHOOL CORE COURSES	ACT SCORES	SAT TEST SCORES	COLLEGE COURSE WORK
SOCIAL SCIENCE 2 credits	One credit of AZ/US History and one additional credit of any of the following: World History, Government, Psychology, Economics.	Equivalent not available	SAT II subject test scores of American History/Social studies – 560 or above; World History – 580 or above	*One transferable 3-credit American History course and one more transferable 3-credit Social Science course from a regionally accredited institution of higher education such as: European History, World History, Economics, Sociology, Geography, Government, Psychology, or Anthropology.
FOREIGN LANGUAGE 2 credits	Two credits of same foreign language. A third year of the same foreign language taken during the senior year is highly recommended.	Attains a minimum score as stated in the university general catalog on a national standardized foreign language test (such as a College Board Advanced Placement Examination, College Level Examination Program – CLEP Subject Examination or SAT II Subject Test). Special assessment procedures will be available for those desiring to demonstrate minimum proficiency in a foreign language for which such standardized tests do not exist.		*Two transferable 3-credit courses in the same foreign language from a regionally accredited institution of higher education or certified as having been placed into a third semester or above in a foreign language at a regionally accredited institution of high education.
FINE ARTS 1 credit	One credit of fine arts	N/A	N/A	*One transferable 3 credit fine arts class from a regionally accredited institution of higher education.

* Will remove any or all deficiencies.

** One transferable 4-credit lab science will remove one high school deficiency and three transferable 4-credit lab sciences will remove all high school deficiencies.

Application procedures vary by university and can be found at each of the following web sites:

- Arizona State University: www.asu.edu
- Northern Arizona University: www.nau.edu
- University of Arizona: www.arizona.edu,
- Arizona Department of Education: www.ade.state.az.us.

NCAA REQUIREMENTS

Before an athlete is eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Athletes also need to complete the registration process with the NCAA Eligibility Center at the beginning of their junior year. For more information and to apply online, go to www.eligibilitycenter.org.

EXPLANATION OF GRADING SYSTEM

The purpose of grading is to inform students, parents and others of the student progress toward the achievement of educational objectives. Grades are to reflect learning, i.e., student achievement toward mastery of standards aligned course outcomes. Grades and credit are not to be awarded for any other purpose. In a full year course, ½ credit is awarded at the end of the first semester and ½ credit is awarded at the end of the second semester.

The grading system in the Wickenburg Unified School District is as follows:

90 – 100%	A	Excelling
80 – 89%	B	Highly Performing
70 – 79%	C	Performing
60 – 69%	D	Under Performing
0-59%	F	Failing
	I	Incomplete (must be corrected in 4 weeks or becomes an F)
	#	Audit
	W	Withdrawal We do not have the ones in yellow?
	P	Pass
	IP	In Progress

Credit Recovery By Objective: Students have one opportunity per core content course to participate in credit recovery by objective for a failed course if they have earned at least a 50% overall grade in the course. The purpose of credit recovery by objective is to allow students the opportunity to master concepts that they failed and to bring the grade to a passing grade. The highest grade a student may receive is a D. The failing grade will be replaced on the transcript.

Credit Recovery: Students have an opportunity to retake courses for which they received a failing grade. If a student received a grade of 49% or lower in a course, the entire course must be retaken. Both courses will remain on the transcript however only the higher grade will be calculated in class rank and GPA.

Grade Improvement: If a student is unhappy with a grade earned in a course, he/she has the opportunity to improve that grade only by repeating the entire course. The grade will be replaced on the transcript. Both courses will remain on the transcript however only the higher grade will be calculated in class rank and GPA.

Students who are requesting to take a course for grade improvement during summer months that is not offered through WVA during the summer will need to pay for all costs associated with the course. Students who wish to take this course during the school year can take the class through WUSD for free.

Online Transfers/Equivalency test

Students transferring credits from an online program will be required to take an End of Course (EOC) assessment to receive core credit (English, Math, Science, Social Studies). The student will complete the End of Course (EOC) test with their guidance counselor during registration. If a student receives a passing score (70%) on the Wickenburg End of Course (EOC), the student will receive the grade attained thru the online program. Exceptions to taking the End of Course (EOC) will be made for all students transferring credits from a WUSD online program.

Course Challenge: Students wishing to challenge a course must receive approval from the WHS administration. This needs to be completed within the first two weeks of the school year. Challenge courses will count towards graduation, but will not count in the class rank index (CRI).

12. EARLY FINAL EXAMINATIONS

The scheduling of course assessments are done so that students can take a statistically-valid, secured assessment to show competency in course outcomes. We realize, however, that there may be some extenuating circumstances that may preclude a student from taking their exams at the appropriately scheduled time. This scheduling of exams affects not only the student, but his/her teacher; therefore, the following guidelines will be followed to ensure that all parties agree that this arrangement will be in the best interest of the student.

1. All requests for early course assessments are to be made by the student's parent/guardians through the principal, or their designee.
2. Parents who request an early course assessment will be required to sign a waiver stating they understand their student's grade may be affected by the early administration of the assessment, since their child will miss instruction time during the weeks leading up to the assessment.
3. The principal, at his/her discretion, may refuse a student the opportunity to take an early course assessment. Reasons may include, but are not limited to:
 - a. Prior attendance issues
 - b. Lack of adequate progress toward mastery of course outcomes (defined as 70% or better), as reported by the student's teachers.
 - c. Prior disciplinary issues
 - d. Reason for request (e.g., personal trip)
 - e. Time period of request (e.g., take exam more than one week prior to scheduled assessment)
4. If the early examination request is approved, the principal shall forward a copy of the "Request for Early Course Assessments" to the individual teachers with the approved dates and times for the early assessments.
5. If the early examination request is not approved, the following protocol will be enforced:
 - a. The student shall receive an "Incomplete" for the current semester.
 - b. The student, parent and administrator will schedule a time for the student to take the assessment under the direction of the site administrator. This exam must be scheduled within a time period specified by the site administrator.
 - c. If the student does not take the exam within the prescribed period of time, a grade of "0" will be entered by the teacher and a grade shall be assigned to the student.
6. Appeals of the decision of the site administrator to deny a request shall be made to the superintendent. The decision of the superintendent is final and binding.

Incompletes: Teachers may issue an Incomplete, with administrative approval, in extenuating circumstances such as illness, accident, or death in the family. All Incompletes must be made up within one month after the end of the semester. An Incomplete will revert to a failing grade if the student fails to complete the required work.

CHANGE OF CLASS SCHEDULE:

The schedule of classes offered is based on student requests made during the registration process of the previous school year; therefore, it is imperative for each student to determine those requests carefully. Once the student's daily class schedule has been established for the year, that class schedule may be changed **ONLY** under the following circumstances:

1. Completion of a class by online or summer school
2. Failure of a prerequisite course
3. Changes necessary because of health reasons
4. Changes necessary to satisfy graduation requirements
5. Administrative changes such as course conflicts, unbalanced class enrollments or student misplacement

All Schedule changes with require parent approval. During the 1st week of school schedule changes will only be made for academic misplacement only. ***Schedule changes after the tenth day of any term require administrative approval and may result in loss of credit.***

Dual and Concurrent Enrollment

All Post-Secondary courses must be preapproved prior to credit being accepted for the student at Wickenburg High School. Courses approved to be taken through dual enrollment align with WHS course offerings and afford a student the opportunity to gain high school regular and/or honors credit and post-secondary for courses offered under this model. Courses approved to be taken through concurrent enrollment may be transferred back to WHS for non-honors elective credit only.

Class Rank/Weighted Grading

Class Rank/Weighted Grading

The Class Rank Index (CRI) model for calculation of GPA and class rank portrays a complete, holistic picture of student achievement. Students receive incentives for taking rigorous courses and are rewarded for taking maximum course loads. The index reflects the Wickenburg Unified School District's commitment to provide opportunities for all students to achieve and demonstrate academic excellence.

Grade Point Average (GPA)

Grade Point Average is calculated for each student for the purpose of reflecting a student's academic achievement over his/her high school experience. Grades received in Advanced Placement and Honors courses are weighted to reflect the level of workload and performance of the student.

Honor Grades and points are only awarded for classes offered at Wickenburg High School. Transfer credits will be accepted for honor and points if the class is the same as what is offered at Wickenburg High School, i.e. student transfers with an English 9 Honors class which is offered at Wickenburg High School for Honor Grade and points. Class substitution is not allowed for honor grades or points due the variables that exist in different systems. Honor Grades and points are not awarded for postsecondary work through dual or concurrent enrollment.

STANDARD GRADES	POINTS	AP OR HONORS GRADES	POINTS
A	4.0	A	5.0
B	3.0	B	4.0
C	2.0	C	3.0
D	1.0	D	1.0
F	0	F	0

To calculate a simple GPA, add the sum of the grade points and divide by the number of credits taken. The calculation is as follows:

$$\text{GPA} = \frac{\text{sum of grade points earned}}{\text{number of credits taken}}$$

Grades printed on report cards will be based on a 4.0 scale, but weighted grades will be included for CDW.

Students may retake any class for grade improvement. Both grades will appear on the transcript, however, the highest grade and credit will be used in the calculation of the GPA. Student must retake the same course in order to get the same type of credit, i.e., student cannot be in honors and take non-honors to improve the honors grade.

Cumulative Difficulty Weight

The Cumulative Difficulty Weight (CDW) is a measure of a student's course load compared to that of other students and utilized to determine class ranking.

The prescribed load for students is three (3) credits for the first six (6) semesters completed, two (2) credits for semester seven (7), and two (2) credits for semester eight (8). The prescribed load is as follows:

1 st semester freshman	3
2 nd semester freshman	6
1 st semester sophomore	9
2 nd semester sophomore	12
1 st semester junior	15
2 nd semester junior	18
1 st semester senior	20
2 nd semester senior	22

Class Ranking

Transfer students will have their prescribed load individually calculated and adjusted based on the offering of their previous school.

Class ranking will be run the following intervals for students. Transfer students will be individually calculated but the entire class will not be run until the appropriate time frame has been reached.

9th Grade -	At the beginning of semester 2
10th Grade -	At the beginning of each semester
11th Grade -	At the beginning of each semester
12th Grade -	At the beginning of each semester and again at the end of May prior to graduation to determine Valedictorian and Salutatorian.

The GPA for a student who takes the prescribed number of credits is calculated using the honor point weighting formula listed above.

For students who take more than the prescribed load, the following sliding scale will be used for calculation purposes:

Each additional credit over the prescribed load plus .167

The formula would be:

$$CDW = \frac{\text{Prescribed Load} + .167 + .167 + .167 \dots}{\text{prescribed load}}$$

- ❖ Only credits taken after the eighth grade promotion will be used when calculating the student's CDW. Special Education courses, teacher assistance assignments, team teacher assignments, and Advisory classes will be noted on the transcript, but will not be used when calculating a student's CDW.
- ❖ Students graduating early (GCD Recipients) will not be added to the senior class rank of their cohort. Although they will be eligible for all honors and scholarship.
- ❖ Transfer Honors or AP courses will be awarded weighted honors points for only those courses offered at Wickenburg High School.

All additional credit must be submitted and entered onto the transcript by the end of the seventh (7th) semester.

The Class Rank Index

The purpose of ranking students according to academic standing is to provide information requested by post-secondary institutions to determine admission and scholarship opportunities. The Class Rank Index (CRI) enables the District to rank students from first to last place.

To determine ranking the Grade Point Average (GPA) is multiplied by the Cumulative Difficulty Weight (CDW).

$$\text{CRI} = \text{GPA} \times \text{CDW}$$

(CRI equals GPA times CDW)

Final class rank will be calculated and submitted to post-secondary institutions at the end of the seventh (7th) semester. The seventh (7th) semester ranking will be used to identify the top three percent (3%), five percent (5%) and ten percent (10%) of the class, who will be recognized as students graduating with distinction and honored accordingly at the graduation ceremony.

Valedictorian/Salutatorian

The Valedictorian and Salutatorian will be selected at the end of the eighth semester. The Class Rank Index will be used to determine Valedictorian and Salutatorian. Those students will be recognized at the graduation ceremony. Students must be at Wickenburg High School at the start of the seventh (7th) semester to be eligible for this award.

High School Honor Roll Guidelines

Students in grades 9-12 who meet high academic standards will be eligible for honor roll recognition. The honor roll shall be computed for each semester according to the following criteria:

1. Semester grade point average (GPA) of 3.0 or better
2. Enrollment in five or more courses that count toward the honor roll requirements
3. Any pass/fail credit will not count towards honor roll requirements
4. Special Education courses will not count toward the honor roll requirements, but may be recognized for special effort apart from the honor roll.
5. No D's or F's on semester grade report
6. Incomplete grades must be cleared from the record before a student can qualify for the honor roll.

ACADEMIC COURSE OFFERINGS

(Not all courses are offered every year)

ENGLISH

GRADUATION REQUIREMENT: THE DISTRICT'S GRADUATION REQUIREMENT IN ENGLISH IS FOUR CREDITS.

 **Online version available**

10092 ENGLISH GRAMMAR

This class uses the Keys to Learning and Shining Star language series, supplemented by additional reading selections. Students also increase reading fluency through reading Six Minute Solutions reading passages and vocabulary lists. Each unit also includes writing strategies and different genres of writing. *Prerequisite:* District Placement

10093 ENGLISH WRITING

Students are introduced to writing strategies through Write Tools. Students will learn the different steps of the English writing process while exploring different types of writing. *Prerequisite:* District Placement

10095 ACADEMIC ENGLISH WRITING AND GRAMMAR

This class develops writing skills through Write Tools strategies, and introduces students to the Six Traits rubric. The class includes journal writing, narrative, expository, and persuasive writing. Students also work on increasing academic vocabulary. Grammar is studied in the Grammar Review series. *Prerequisite:* District Placement

10120 ENGLISH 9

The purpose of this course is to enable students to read texts that challenge them and to approach texts with a questioning stance. Students will also create pieces of writing that require the synthesis of disparate pieces of information and the revision of multiple drafts. Throughout the course, students will complete varied assessments and engage in discourse about print, digital, and multimedia sources. Students will be expected to complete relevant projects that require them to take ownership of their learning. *Prerequisites:* Meets eligibility criteria

10140 Cambridge Honors English 9 (Honors)

The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read, and experience. Students will engage in a variety of writing opportunities calling for the use of different styles and tones. **This course will be listed as IGCSE English First Language I on a report card and transcript due to Arizona University naming requirements.** *Prerequisite:* 8th grade teacher recommendation.

10220 ENGLISH 10

The purpose of this course is to enable students to read texts that challenge them and to approach texts with a questioning stance. Students will also create pieces of writing that require the synthesis of disparate pieces of information and the revision of multiple drafts. Students will explore how all texts are purposeful and addressed to an audience, while evaluating common tools of persuasion; in their writing, they practice the same skills. Throughout the course, students will complete varied assessments and engage in discourse about print, digital, and multimedia sources. Students will be expected to complete relevant projects that require them to take ownership of their learning. By the end of the course students will develop the habit of revisiting, revising, and adding to what has already been learned and by pushing toward ever deeper understanding. *Prerequisites:* Meets eligibility criteria

10230 Cambridge Honors English 10 (Honors)


The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read, and experience in a variety of media. Students will study in detail texts from a variety of genres to include poetry, prose, and drama. The selections will explore areas of universal human concern, thus leading to a greater understanding of themselves and others. **This course will be listed as IGCSE English Literature I on a report card and transcript due to Arizona University naming requirements.** *Prerequisites:* Successful completion of 1 year of English, teacher recommendation.

10300 ENGLISH 11

Students will expand the five-paragraph essay to an in-depth examination of issues and events using analysis and synthesis in interpretation. These examinations will include a research paper utilizing the MLA format. The ability to understand, interpret and explain significant works of American literature becomes the focus for the students. The study of grammar is integrated into the entire reading/writing course of study making use of students' skills from English 9 and 10. *Prerequisites:* Meets eligibility criteria.

10340 English 11 AP Language and Composition (Honors)

This course is for self-motivated college bound students. Some of this curriculum is based on the College Board’s advanced placement test in Language and Composition. Students will write in-depth examinations of issues and events using analysis and synthesis in interpretation. These examinations will include a research paper utilizing the MLA format. The ability to understand, interpret and explain significant works of classical American literature becomes the focus for the students. The study of grammar is integrated into the entire reading/writing course of study. Individual outside reading is a continued requirement. **Prerequisites:** Successful completion of 1 year of English, teacher recommendation.

10400 ENGLISH 12 

Advanced literary techniques and devices are used to study and analyze works of world literature. Reading focuses on world literature from the classic to the modern as it reflects the ideals and value systems of diverse human societies. Works read in this course may include, but are not limited to, such works as Isben’s *A Doll’s House* and Shakespeare’s *Macbeth*. Writing emphasizes the analysis, synthesis and evaluative processes as they apply to expository and persuasive compositions, literary critiques, business letters, and résumés. The study of grammar is integrated into the entire reading/writing course of study making use of students’ skills taught at the lower levels. **Prerequisites:** Meets eligibility criteria

10460 ENGLISH 12 AP Literature and Composition (Honors) 


This course is for self-motivated college bound students who seek instruction and practice in critical thinking and advanced composition. Included in the course of study is the reading and analysis of prose, poetry and essays concerned with literary, political, sociological and psychological issues from various nations. Writing emphasizes the analysis, synthesis and evaluative processes as they apply to expository and persuasive compositions and literary critiques. Individual outside reading is a requirement. Students are encouraged to take the Advanced Placement Exam in May to earn college credit. **Prerequisites:** Successful completion of three years of English, teacher recommendation

10500 YEARBOOK

This class is for students of average or above average ability who have a strong sense of responsibility, dependability, and commitment to the group effort of publishing the school’s yearbook. Simple math and some writing skills are helpful, but the main requirement for the staff members is that they should be willing to devote the time and energy to completing assigned work by deadline time in a satisfactory manner. Staffers take pictures, sell and design ads, and design page layouts. This course may be repeated for credit. **Prerequisites:** Successful completion of staff application and interview

MATHEMATICS

GRADUATION REQUIREMENT: THE DISTRICT’S REQUIREMENT IN MATH IS FOUR CREDITS. ARIZONA BOARD OF REGENTS REQUIRES FOUR (4) MATH CREDITS, ONE OF WHICH IS AT A LEVEL HIGHER THAN ALGEBRA II. FINANCIAL MATH DOES NOT MEET THIS REQUIREMENT. PLEASE SEE YOUR COUNSELOR FOR POST-SECONDARY COURSE PLANNING.

 Online version available

11120 ALGEBRA I 

The purpose of this course is to enable students to engage in logical exploration and thorough mathematical investigations. Students will examine the structure of real numbers, in algebraic expressions, equations and inequalities, and in the classes of functions. Students will learn algebraic concepts through patterns and events that are best described and represented by linear equations; inequalities; functions and systems; quadratic equations and functions; polynomial expressions and equations; and data analysis and probability. In the process of exploring these mathematical relationships, the course encourages students to rely upon problem-solving strategies and to use precise mathematical language to communicate ideas and interpret their solutions. **Prerequisites:** Meets eligibility criteria

11130 Cambridge Honors Math 9 (Honors – If taken at high school)

Cambridge Honors Math 9 is the first year in a two-year integrated course sequence designed to help student master foundational Algebra, Geometry, Trigonometry, and Probability and Statistics. Students will develop their mathematical knowledge, as well as oral, written, and practical skills; read mathematics and write and talk about the subject in a variety of ways; carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of

the part that mathematics plays in the world around them; solve problems, present the solutions clearly, and check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically; identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the ability to reason logically, to classify, to generalize, and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and cooperative inquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines. **This course will be listed as IGCSE Mathematics I on a report card and transcript due to Arizona University naming requirements.** *Prerequisites:* Meets eligibility criteria

11210 **GEOMETRY** \equiv

The purpose of this course is to enable students to engage in logical exploration and thorough mathematical investigations. Students will become familiar with the geometrical terms such as points, lines, planes, etc. from which all other terms are later defined. Students will investigate axioms and postulates; problems and relationships that lead to theorems; the properties of plane figures from line segments to rays, angles, polygons, and circles; the properties of solids; perimeter, area, and volume; and similarity, congruence, and symmetry. This course presents these geometric concepts through several approaches to geometry (e.g., Euclidean, coordinate, and transformational), and it introduces students to trigonometry. Students are asked to justify their reasoning and to construct formal proofs using the language and structure of mathematics. In the process of exploring these mathematical relationships, the course encourages students to rely upon problem-solving strategies and to use precise mathematical language to communicate ideas and interpret their solutions. *Prerequisites:* Successful completion of Algebra I.

11130 **Cambridge Honors Math 10 (Honors – If taken at high school)**

Cambridge Honors Math 10 is the second year in a two-year integrated course sequence designed to help student master foundational Algebra, Geometry, Trigonometry, and Probability and Statistics. Students will develop their mathematical knowledge, as well as oral, written, and practical skills; read mathematics and write and talk about the subject in a variety of ways; carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in the world around them; solve problems, present the solutions clearly, and check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically; identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the ability to reason logically, to classify, to generalize, and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and cooperative inquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines. **This course will be listed as IGCSE Mathematics II on a report card and transcript due to Arizona University naming requirements.** *Prerequisites:* Instructor or administrative approval

11300 **INTEGRATED MATHEMATICS III** \equiv

This course is designed to extend the student's mathematical skills mastered in previous courses. The course concentrates on helping the student acquire or maintain the skills found in the Arizona State Mathematics College and Work Readiness Standards. The topics covered in this course include a review of algebraic concepts and operations, functions of various types, statistics, number theory, rational functions, applications of ratios and proportions, trigonometry, and log and exponential functions. This course has an emphasis on the use of technology and the modeling with functions. A graphing calculator is recommended for this course. This course satisfies the Algebra II requirement for graduation purposes, however will not meet university entrance requirements.

11310 **ALGEBRA II** \equiv

This course is designed to prepare students for standard college-level algebra. The topics will include reviews of the properties of real numbers, polynomial and rational expressions, solving equalities and inequalities in one and two variables. We will also work with irrational and complex expressions, probability and statistics and a variety of problem-solving techniques. Systems of equations and applications, elementary functions, log and exponential functions, and trigonometric functions and identities are included in the curriculum. A graphing calculator is required for this course. *Prerequisites:* Successful completion of Algebra I

11400 **FINANCIAL MATH**

This course is designed to prepare students for mathematics they see in the real world. The emphasis will be on understanding mathematical concepts and their applications. Topics to be covered include: Set Theory, Personal Finance, Probability and

Statistics, Geometric concepts. Supplemental concepts may include: Voting theory, Game theory, Logic. A graphing calculator is required for this course. This course satisfies the 4 year math requirement for graduation purposes, however will not meet university entrance requirements. **Prerequisites:** Successful completion of 3 Math Credits

11410 PRE-CALCULUS (HONORS)

This course is designed is an intensive preparation for Calculus AB. Topics include functions (including trigonometric), matrices, polar coordinates, vectors, complex numbers, mathematical induction, rates of change to integration, derivate and definite integrals, techniques of differentiation, and applications, using algebraic and transcendental functions. A graphing calculator is required for this course. **Prerequisites:** Successful completion of Algebra II.

11460 AP CALCULUS AB (HONORS)


This course is designed to mirror a college-level Calculus I course. The topics include real numbers, limits and continuity, and Elementary functions, their properties and uses in modeling; the key concepts of derivate and definite integrals; techniques of differentiation; using the derivative to understand the behavior of functions; integral calculus of functions of one variable. Concepts are presented graphically and numerically as well as algebraically. All students are expected to take the AP Calculus AB exam at the conclusion of the course (fee required). A graphing calculator is required for this course. **Prerequisites:** Successful completion of Pre-Calculus.

11461 AP CALCULUS BC (HONORS)

This course is designed to mirror a college-level second year Calculus II course. The topics include advanced methods and application of integration; polar coordinates; elements of analytic geometry; improper integrals; sequences and series; differential equations from a numerical, graphical, and algebraic point of view; modeling using differential equations and approximations by Taylor series. All students are expected to take the AP Calculus AB exam at the conclusion of the course (fee required). A graphing calculator is required for this course. **Prerequisites:** Successful completion of Calculus AB.

SCIENCE

GRADUATION REQUIREMENT: THE DISTRICT GRADUATION REQUIREMENT IN SCIENCE IS THREE LAB SCIENCE CREDITS. PLEASE SEE YOUR COUNSELOR FOR POST-SECONDARY PLANNING.

 Online version available

12100 INTEGRATED SCIENCE

A two-semester course designed to give the student a foundation in scientific skills and critical thinking through gaining a basic understanding of the physical and chemical sciences. Physical science topics include one-dimensional motion, forces, work and power, momentum and energy, waves, sound and light, and electricity and magnetism. Chemical science topics include the structure of the atom, arrangement of the periodic table, chemical bonding, chemical reactions, solutions, and acids and bases. Strong emphasis will be placed on the development of good laboratory skills, the building of a technical vocabulary, safety. **Prerequisites:** Meet eligibility criteria

12220 BIOLOGY

The purpose of this course is to enable students to engage in higher-order reasoning through discussion, relevant learning, and experimentation. This course emphasizes problem solving, critical thinking, and decision making, as well as the primary aspects of the biological sciences, including cells and their functions; introductory biochemistry; genetics; animals, plants, and the relationships among organisms; ecology; and evolution. Students will apply and refine their mathematical and statistical skills in scientific investigations requiring them to collect and analyze sets of data to determine trends and relationships among data. Students will also conduct research, seeking valid and pertinent information in print and other sources. Students will be expected to read scientific articles and learn how professional scientists approach problems, perform research, analyze test findings, effectively present data, and then write and publish results. Students will present data and research on biological topics in both technical writing and oral presentations. **Prerequisites:** Meet eligibility criteria.

12250 IGCSE BIOLOGY

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences. Students will demonstrate knowledge and understanding of biological phenomena, facts, laws, definitions, concepts, and theories; biological vocabulary, terminology, and conventions (including symbols, quantities, and units); scientific instruments and apparatus, including techniques of operation and aspects of safety; scientific quantities and their determination; and scientific and technological

applications with their social, economic, and environmental implications. Students will also learn to use oral, written, symbolic, graphical, and numerical forms of presentation, to locate, select, organize, and present information from a variety of sources; translate information from one form to another; manipulate numerical and other data; use information to identify patterns, report trends, and draw inferences about biological relationships; present reasoned explanations of biological phenomena, patterns, and relationships; make predictions and propose hypotheses; solve problems, including some of a quantitative nature. Students will apply this knowledge and skills to use techniques, apparatus, and materials (including the following of a sequence of instructions, where appropriate); make and record observations and measurements; interpret and evaluate experimental observations and data; plan biological investigations, evaluate methods, and suggest possible improvements (including the selection of biological techniques, apparatus, and materials). **Prerequisites:** Meet eligibility criteria.

12320 CHEMISTRY

The purpose of this course is to enable students to engage in higher-order reasoning through discussion, relevant learning, and experimentation. This course emphasizes problem solving, critical thinking, and decision making, as well as the primary aspects of the chemical sciences, including the makeup of the physical world; the properties and structures of matter; the laws explaining the activity of gases; the chemical structures of elements, molecules, and compounds; the periodic table of elements, the proper symbolic nomenclature of elements; the symbolic representation of chemical reactions in formulas and equations; and atomic structure and bonding. Students will apply and refine their mathematical and statistical skills in chemical investigations requiring them to collect and analyze sets of data to determine trends and relationships among data. Students will also conduct research, seeking valid and pertinent information in print and other sources. Students will be expected to read scientific articles and learn how professional scientists approach problems, perform research, analyze test findings, effectively present data, and then write and publish results. Students will present data and research on chemical sciences in both technical writing and oral presentations.

Prerequisites: Successful completion of Biology.

12350 IGCSE CHEMISTRY

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the chemical sciences. Students will demonstrate knowledge and understanding of chemical phenomena, facts, laws, definitions, concepts, and theories; chemical vocabulary, terminology, and conventions (including symbols, quantities, and units); scientific instruments and apparatus, including techniques of operation and aspects of safety; scientific quantities and their determination; and scientific and technological applications with their social, economic, and environmental implications. Students will also learn to use oral, written, symbolic, graphical, and numerical forms of presentation, to locate, select, organize, and present information from a variety of sources; translate information from one form to another; manipulate numerical and other data; use information to identify patterns, report trends, and draw inferences about chemical relationships; present reasoned explanations of chemical phenomena, patterns, and relationships; make predictions and propose hypotheses; solve problems, including some of a quantitative nature. Students will apply this knowledge and skills to use techniques, apparatus, and materials (including the following of a sequence of instructions, where appropriate); make and record observations and measurements; interpret and evaluate experimental observations and data; plan biological investigations, evaluate methods, and suggest possible improvements (including the selection of chemical techniques, apparatus and materials). **Dual credit may be obtained from the Maricopa Community College if the instructor is approved.** **Prerequisites:** Successful completion of Biology.

12440 PHYSICS HONORS

This two semester college preparatory course places a strong emphasis upon developing good problem solving and laboratory skills, emphasizing the application of mathematical techniques to understand the physical world. Topics covered include the basic concepts used to describe motion, such as velocity and acceleration, Newton's Laws of Motion, energy conservation, and electricity. A graphing calculator is recommended for this course. **Prerequisites:** Successful completion of Honors Chemistry **OR** Teacher recommendation.

12500 EARTH SCIENCE

This course covers aspects of earth and space. Earth's geosphere (the solid Earth), hydrosphere (the water), and atmosphere (weather and climate) are all linked together, and each sphere is studied to understand the incredible wonder that is the Earth. The finishing touch of this course is to study astronomy to understand the Earth's relationship to the universe. **Prerequisites:** Successful completion of 2 Science Credits

12520 ANATOMY & PHYSIOLOGY (HONORS)

Anatomy and Physiology is designed for the advanced science student interested in the life sciences. Studies of the anatomy and body systems will enable students to understand how the body functions and how each system relies upon the other. Classroom activities include lectures, discussions, microscope use, and laboratory dissections. This course will cover the structure of certain

human cells, systems of the human body, and the proper maintenance of them. **Dual credit may be obtained from the Maricopa Community College if the instructor is approved.** *Prerequisites:* Successful completion of Biology and Chemistry

SOCIAL SCIENCE

GRADUATION REQUIREMENT: THE DISTRICT GRADUATION REQUIREMENT IN SOCIAL SCIENCE IS THREE CREDITS (WORLD HISTORY, US HISTORY, AND ½ Semester GOVERNMENT AND ½ Semester ECONOMICS).

 Online version available

13101 ECONOMICS

This course deals with macroeconomics. Students will study the principles and terminology of economics as they apply to the economy as a whole. They will develop a familiarity with economic performance measures, economic growth, and national/international economics.

13141 ECONOMICS (HONORS)

This course deals with macroeconomics. Students will study the principles and terminology of economics as they apply to the economy as a whole. They will develop a familiarity with economic performance measures, economic growth, and national/international economics. *Prerequisites:* Meet eligibility criteria.

13200 WORLD HISTORY/GEOGRAPHY

This course includes a brief overview of ancient and medieval history. Most of the course will concentrate on modern history. The emphasis is on western civilization, but it includes discussion of relevant history of other regions of the world. Students will also study geographic principles in relation to world civilization. *Prerequisites:* Meet eligibility criteria.

13250 IGCSE WORLD HISTORY (HONORS)

The purpose of this course is to stimulate an interest in and enthusiasm about the past for students. Students will develop an ability to recall, select, organize, and appropriately deploy knowledge of World History from either the 19th or 20th Century. Students will also demonstrate an understanding of the past through explanation, analysis, and substantiated judgments of change and continuity; cause and consequence; similarity and difference; and historical significance. Students will analyze the motives, emotions, intentions, and beliefs of people in the past so that they can deploy the ability to understand, analyze, evaluate, and use critically a range of sources as evidence in their historical context. *Prerequisites:* Meet eligibility criteria.

13320 U. S. HISTORY

The purpose of this course is to enable students to engage with demanding historical content. Students will learn how to frame meaningful questions, practice research methods, develop the ability to read and think critically, evaluate evidence, and articulate their findings. Students will also read and analyze varied historical texts to develop close reading skills and begin to see the past from more than one viewpoint. Students write throughout the course, developing their interpretive skills and marshaling their research into sophisticated essays. In this course, students will learn to work alone and with others, to evaluate a wide range of source materials, to analyze evidence and assess conflicting interpretations, to construct their own interpretations of the past, and to communicate their views to others. In the process, students will discover that the study of history is about problem solving, gathering evidence, and piecing together evidence to create a picture of the past. *Prerequisites:* Meet eligibility criteria.

13360 U. S. HISTORY AP

This course is for motivated, college bound students who have high interest in our nation's history and in current affairs. Course elements include the development of our national institutions, the creation of our unique system of government, and the major trends of American History. The course mirrors a college-level history course, and students are encouraged to take the Advanced Placement exam in May to earn college credit. *Prerequisites:* B or better in World History Honors **OR** teacher recommendation.

13400 GOVERNMENT

This course includes an overview of various governmental systems, the fundamental principles of the US Constitution, and the operation of the federal government. It will include a brief history of the settlement and development of the state of Arizona. It will also include study of the major principles of the state constitution and the working of the state, county, and local governments. *Prerequisites:* Meet eligibility criteria.

13460 GOVERNMENT AP ☰

This course is for motivated, college bound students who have high interest in how our government works, in the problems and issues related to government, and in current affairs. Course elements include the fundamental principles of the U.S. Constitution, the operation of the federal government, and overview of various other governmental systems. Another component of the course includes study of Arizona History and Government, as well as the workings of county and local levels of government. This course mirrors a college-level political science course and students are encouraged to take the Advanced Placement exam in May to earn college credit. Students will also study the free enterprise system. This will also include comparison and contrast between our economic system and other major systems throughout the world. **Prerequisites:** B or better in AP American History **OR** teacher recommendation

13510 STUDENT GOVERNMENT

This course will focus on group and individual leadership techniques directed at organizing, developing, and carrying out school and community projects. Students will be involved in the preparation of agendas, use of parliamentary procedure, speech making, and evaluation skills in facilitating the administration of Student Council activities. Activities shall include the study of famous leaders, image making, and positive thinking, as well as individual growth in these areas. This course may be repeated for credit.

INTERNATIONAL LANGUAGES

ARIZONA BOARD OF REGENTS REQUIRES TWO CREDITS OF THE SAME LANGUAGE FOR COLLEGE AND/OR UNIVERSITY ENTRANCE.

☰ Online version available

16100 SPANISH I ☰

Spanish I is a college prep course. It covers basic vocabulary, grammar, oral, reading and writing skills. Special cultural emphasis will be placed on Mexico. The four skills (listening, writing, speaking and reading) are stressed with a greater emphasis on listening and speaking. Cultural exposure to Latin American countries is also included. **Prerequisites:** Meet eligibility criteria.

16101 SPANISH II ☰

Spanish II continues the exploration of Spanish and Hispanic culture that was started in Spanish I. Higher levels of grammar, writing, reading, and oral proficiency will be emphasized. Special cultural emphasis will be centered on Spain. Spanish II continues the emphasis of language as communication. Students develop reading for comprehension and limited writing experience skills. Cultural exposure to Latin American countries is continued. Emphasis is placed on the different verb tenses used in written and conversational Spanish. **Prerequisites:** Successful completion of Spanish I

16102 SPANISH III ☰

Spanish III continues the linguistic and cultural exploration of the earlier levels. In addition to a continued study of grammar, emphasis will also be placed on composition. A comparative study will be done on the Hispanic world. Spanish III stresses communication in Spanish. Oral communication is emphasized through conversation, newscasts with video and oral reports. Written work includes essays, historical reports, and film reports. Extensive readings from novels, newspapers from Spain, and from the text are also included in the course. Latin American and Spanish cultures and customs are introduced through a Spanish newspaper, historical readings and research. **Prerequisites:** Successful completion of Spanish II

16103 SPANISH IV

Spanish IV continues the classical study of the culture and language. All aspects of the language will be explored with a special emphasis on literature. Spanish IV stresses the same curriculum as Spanish III, but is more comprehensive. Greater independent study is also asked of the student. **Prerequisites:** Successful completion of Spanish III

PERFORMING ARTS

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education
Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

14150 BEGINNING PIANO

Open to students in grades 9-12. Students will learn music theory and first-year keyboarding skills in the beginning course, and apply this knowledge to the creation of new compositions and to the orchestration of existing music for band, rock combo, voice and piano, orchestra, solo keyboard, or other combinations of performers.

14160 ADVANCED PIANO*+

Open to students in grades 9-12 with basic demonstrated music literacy. Students will learn advanced music theory and advanced keyboarding skills. They will apply this knowledge to the creation of new compositions and to the orchestration of existing music for band, rock combo, voice and piano, orchestra, solo keyboard, or other combinations of performers. This course may be repeated for credit. **Prerequisites:** Beginning piano or Instructor approval

14130 Beginning Band

Ensembles will be arranged according to enrollment and instrumentation. Students will perform a broad variety of music from many genres, as well as learning about the theory and practices of music, the process of composition, and the technical operation of their instrument(s). Students may be required to purchase or rent their own instrument. A schedule of required performances will be provided. **Prerequisites:** none

14140 Band and Percussion

Ensembles will be arranged according to enrollment and instrumentation. Students will perform a broad variety of music from many genres, as well as learning about the theory and practices of music, the process of composition, and the technical operation of their instrument(s). Students may be required to purchase or rent their own instrument. This group will also perform at Varsity Football Games. A schedule of required performances will be provided. This course may be repeated for credit. **Prerequisites:** Beginning band or Instructor approval

14200 WICKENBURG CHORALE*+

Wickenburg Chorale is open to men and women of all grade levels. No previous vocal experience or musical knowledge is required to sign up for this course. In this class, we will learn rehearsal and performance skills as well as lay a foundation of musical knowledge through the fundamentals of vocal production, music theory, sight-reading, and music evaluation. The Chorale will perform at all 3 major concerts throughout the year and at the WHS homecoming football game. **Students are required to attend all scheduled performances.** Additional activities may include solo and small ensemble performances for community events, Solo and Ensemble festivals, Regional Choir (by audition) and All State Choir (by audition). This course may be repeated for credit. **Prerequisites:** Meet eligibility criteria.

14210 EXOUSIA VOCE*+

Exousia Voce is open, by director approval or audition, to any student who has had previous singing and vocal performance experience. In this class, students will further explore music theory, sight reading and intermediate to advanced vocal techniques. The students in the class must be exemplary students in both academics and musicianship. The ability to match pitch is required. The students will sing choral music from all genres including Classical, vocal jazz, pop, Broadway and more! Academic student outcomes include intermediate music theory, music history, sight reading skills, solo and ensemble singing. **Students are required to attend all scheduled performance.** Additional activities may include solo and small ensemble performance the community events, Solo and ensemble festivals, Regional choir (by audition) and All State Choir (by audition.). This course may be repeated for credit. **Prerequisites:** By Audition or instructor approval.

14300 INTRODUCTION TO THEATER*+

In this course students will learn basic skills, terminology, techniques and an overview of theatre history. This course will emphasize basic theatre skills that are useful in most vocational fields such as public speaking, quick thinking, collaboration, and self-confidence. Topics of study include Shakespearean sonnets, technical theatre, reader's theatre, theatre games, monologues, and scene work. Students should expect to participate and to see personal growth, as much of the class will focus on being involved. As part of this course students will be required to perform six (6) hours a semester working on a production outside of class time in a nonperformance role. **Prerequisites:** None

14301 ADVANCED THEATER*+

This course will continue to build on the skills and knowledge developed in Introduction to Theatre. It will cover many of the same areas that are taught in that class, however, the focus will be more thorough as it will require even more student participation. In addition, students will be given opportunities to act, direct, produce, and work on technical and behind the scenes aspects of theatre. This class stages the yearly one-act play festival. As part of this course students will be required to perform nine (9) hours a semester working on a production outside of class time in a nonperformance role. This course may be repeated for credit. *Prerequisites:* Successful completion of Introduction to Theater **OR** Instructor approval

VISUAL ARTS

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

15100 ART I*+

Art I is an introductory art class designed to familiarize the student with a variety of Art techniques and materials. The materials may include tempera, watercolor, pen and ink, pastels, charcoal, pencil and block printing. Hand building of ceramics and sculpture techniques are also taught. The course contains a short section of Art History included in each semester. *Prerequisites:* None

15200 ADVANCED ART*+

Advanced Art is designed to further the student's knowledge and experience in the techniques and media learned in Art 1. Advanced Art courses are offered in a three-year cycle. (Students may take the course three times without repeating lessons.) Topics include advanced techniques in drawing, painting ceramics and sculpture. Students are also required to complete semester projects. *Prerequisites:* Successful completion of Art I.

15300 STUDIO ART*+

Studio Art is designed for students pursuing post-high school studies in the Visual Arts. Students must be self-motivated and able to work independently. Students will be required to keep an Art Portfolio. *Prerequisites:* Instructor approval

PHYSICAL EDUCATION

17100 PHYSICAL EDUCATION

This class meets the minimum state requirement for physical education and health. The health portion emphasizes life-long fitness, physical, emotional, and social health as well as self - esteem, stress management, human anatomy, nutrition, substance abuse, infectious diseases (STD, AIDS), injury prevention and first aid. The Physical Education portion will emphasize lifelong sports (golf, tennis, fitness, challenge course, biking, hiking, outdoor activities), and team sports. *Prerequisites:* Meet eligibility criteria

17500 WEIGHT TRAINING

This class is designed to encourage the student to achieve and maintain a high level of physical fitness (strength, speed, power, flexibility, anaerobic, and aerobic conditioning). Student will learn fitness program design, elements of fitness, nutrition, human anatomy, fitness testing procedures, and proper lifting techniques. *Prerequisites:* Completion of Physical Education **AND** Sophomore standing

NON – DEPARTMENTAL OFFERINGS

18100 ADVISORY

During this course students will be offered individual tutoring and re-teach opportunities within all subject areas testing and benchmark results and teacher recommendation. Each student's advisor continues their academic monitoring. **This course is graded on a Pass/Fail basis.**

18300 TEACHER ASSISTANT

Assistantship is an elective work study where the student must have tasks assigned to earn a credit. The student will be assigned to the office, counseling, or a teacher to aid in various activities. **This course is graded on a Pass/Fail basis. This course may only be taken once per year. Prerequisites:** 3.0 GPA, Junior or Senior status, must be on track to graduate, and Administrative approval

18301 OFFICE ASSISTANT

Assistantship is an elective work study where the student must have tasks assigned to earn a credit. The student will be assigned to the office, counseling, or a teacher to aid in various activities. **This course is graded on a Pass/Fail basis. This course may only be taken once per year. Prerequisites:** 3.0 GPA, Junior or Senior status, must be on track to graduate, and Administrative approval

18501 INTERNSHIP

This course can only be taken by seniors and cannot be scheduled during the spring registration process but will be scheduled prior to the start of school with the submission of all documents indicating a student has been placed in an internship position with a business. Students will have an opportunity to complete an Internship in conjunction with local businesses that provides an opportunity for students to learn skills in various career fields. Students must provide their own transportation to and from work for this course. Students are expected to provide required documentation and a portfolio that documents meeting the requirements as outlined by the instructor.

Student on the job hours for this course may vary but hours and portfolio information must meet the standard requirements for a Carnegie unit.

This course can only be taken by seniors and cannot be scheduled during the spring registration. Once the student has submitted all documents required within 2 weeks prior to the start of the new school year. **This course is graded on a Pass/Fail basis.**

Prerequisites: Administrative Approval

18500 CTE/PROF. INTERNSHIP

This course can only be taken by seniors and cannot be scheduled during the spring registration process but will be scheduled prior to the start of school with the submission of all documents indicating a student has been placed in an internship position with a business. Students will have an opportunity to complete an Internship in conjunction with local businesses that provides an opportunity for students to learn skills in various career fields. Students must provide their own transportation to and from work for this course. Students are expected to provide required documentation and a portfolio that documents meeting the requirements as outlined by the instructor.

Student on the job hours for this course may vary but hours and portfolio information must meet the standard requirements for a Carnegie unit.

This course can only be taken by seniors and cannot be scheduled during the spring registration. Once the student has submitted all documents required within 2 weeks prior to the start of the new school year. **This course is awarded a letter grade. Prerequisites:**

Administrative Approval

RELEASE

Seniors in good standing for graduation may apply for release during 8th hour only. A student may have 7th hr. Internship and 8th hr. release if all paperwork and proof of employment, either paid or unpaid has been turned into the appropriate Internship teacher. **Prerequisites:** Must be on track to graduate, and Administrative approval.

WHS FOREIGN TRIP

The foreign country trip is an opportunity for students with the financial resources to have exposure to different countries, cultures, etc. There is no credit given for this course by WHS.

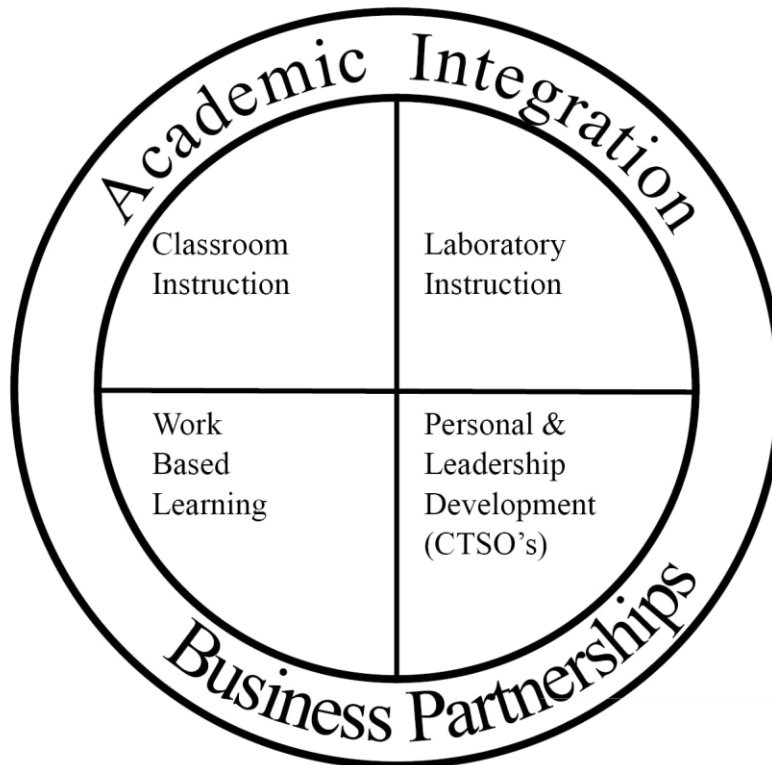
Wickenburg Unified School District Career and Technical Education (CTE)

In today's global economy, the workplace requires better trained and prepared employees. In WUSD, utilizing the delivery service model below, CTE Educators are responding to these needs. The curriculum is constantly being reviewed and updated to better align with business and industry and to meet the rigorous Arizona Academic Standards in preparation for the state graduation exam - AIMS.

CTE is for ALL Students!

CTE Programs provide students the opportunity to explore and experience careers while in high school and apply their academic and technical skills in relevant real world settings. Career and Technical Education:

- expands Student Options through relevant curriculum and laboratory instruction.
- enhances Success in School through applying academic skills in a real world situation.
- provides College Prep and Career Prep by providing a multitude of dual enrollment opportunities; meeting the entrance requirements for four-year colleges and universities; integrating employability skills, academic standards and providing opportunities for scholarships, through rigorous academic curriculum.
- provides Opportunities for Work Experience and Personal Leadership Development that can prepare students for many careers through work based learning in the business community and through Career and Technical Education Student Organization activities (including DECA and SkillsUSA).



24. BUSINESS, MARKETING & MANAGEMENT

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education
Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

20100 BUSINESS MANAGEMENT/ENTREPRENURSHIP I*+

This course addresses the necessary and applicable skills for any student pursuing an immediate position in the workforce or in postsecondary education. The course will address the following components: Microsoft Word, Excel, Access, Internet, Charting, Desktop Publishing (scanners, digital cameras, and video) and Advanced Integrated Applications. Students will also continue their development of their Career Portfolio started in previous classes. Career and Technical Student Organization (CTSO) standards will be an integral part of this class. **Prerequisites:** Meet eligibility criteria.

20101 BUSINESS MANAGEMENT/ENTREPRENURSHIP II*+

This course offers classroom instruction in human relations, work ethics, communication, computer skills and professional appearance. This course prepares students for careers in any of the following dynamic industries: computer, medical, banking/finance, real estate, accounting and taxes, public relations, human resources, education, government, insurance, entertainment and university studies. Students will also continue their development of their Career Portfolio started in previous classes. Career and Technical Student Organization (CTSO) standards will be an integral part of this class. Dual credit may be obtained from the Maricopa Community College system for this program at high schools offering this option. **Prerequisites:** Successful completion of BMAS I

20102 BUSINESS MANAGEMENT/ENTREPRENURSHIP III*+

This is an independent study course designed to work with one of the DECA competitive areas: Role Play, Personal Selling, 11 and 30 page Papers, and/or Virtual Simulations. Each student in the course will have an individualized curriculum built to their needs.

Career and Technical Student Organization (CTSO) such as DECA (also known as **Delta Epsilon Chi** at the college level) will be an active part of this course.

Students will have the opportunity to take the Microsoft Certification exam for Word, PowerPoint, and Excel.

20103 BUSINESS MANAGEMENT/ENTREPRENURSHIP INTERNSHIP*+

This course enables students to hold and succeed in an entry-level job. The course combines classroom instruction with supervised on-the-job training in a local business. During the first semester of this year students will create a portfolio, learn how to communicate effectively and about employee rights. During the second semester students will learn about personal taxes and financing, interviewing skills and leadership. Students are expected to stay employed throughout the school year in a teacher-approved job working a minimum of 12 hours a week.

Human Services & Resources

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education
Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

22100 PROFESSIONAL FOODS*+

This course is a beginning foods preparation and nutrition course. The students will learn the basics of food sanitation and safety procedures as well as practice techniques and terms used in the commercial food industry during many food lab settings. The student will study health and nutrition, the "Food Pyramid," food labeling, issues in nutrition, quick breads, yeast breads, vegetables, fruits, pastries, etc. The food industry, as a career option, will be introduced to the student. **Prerequisites:** Meet eligibility criteria.

20101 CULINARY ARTS*+

This course will help students develop a thorough understanding of the marketing concepts and theories that apply specifically to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in marketing plans. Career and Technical Student Organization (CTSO) standards will be an integral part of this class. Dual credit may be obtained from the Maricopa

Community College system for this program at high schools offering this option. **Prerequisites:** Successful completion of Professional Foods.

20103 CULINARY ARTS INTERNSHIP*+

This course enables students to hold and succeed in an entry-level job. The course combines classroom instruction with supervised on-the-job training in a local business or restaurant. During the first semester of this year students will create a portfolio, learn how to communicate effectively and about employee rights. During the second semester students will learn about personal taxes and financing, interviewing skills and leadership. Students are expected to stay employed throughout the school year in a teacher-approved job working a minimum of 12 hours a week.

Digital Communications

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education
Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

21100 GRAPHIC WEB DESIGN I*+

This course is an introduction to technical skills and knowledge for a variety of communication media technologies programs that are reflected at each school. Instruction will include: Analyzing the media industry, business practices and its role in the economy. Investigating the Intellectual Property Law and Rights Management. Demonstrating verbal and nonverbal communication skills required by the media industry. Demonstrating written communication skills within the media industry. Utilizing computer applications to manage media. Applying knowledge of data capture and manipulation. **Prerequisites:** Meet eligibility criteria.

21102 GRAPHIC WEB DESIGN II *+

This course will prepare the student to integrate pre-production, production, post-production, deliver/distribute, quality assurance and presentation phases of Graphic/Web Design. **Prerequisites:** Meet eligibility criteria & successfully complete Year 1, Graphic Web Design Fundamentals. This course will develop a portfolio of projects done within Classroom, School, Community, & Business/Industry that are related to Graphic Web Design

21103 GRAPHIC WEB DESIGN INTERNSHIP*+

This course enables students to hold and succeed in an entry-level job. The course combines classroom instruction with supervised on-the-job training in a local business. During the first semester of this year students will create a portfolio or projects relating to their job placement, learn how to communicate effectively and about employee rights. During the second semester students will learn about personal taxes and financing, interviewing skills and leadership. Students are expected to stay employed throughout the school year in a teacher-approved job working a minimum of 12 hours a week.

INDUSTRIAL, MANUFACTURING & ENGINEERING SYSTEMS

Courses marked with ^ may be used to satisfy the 4th Credit of Mathematics required beginning with the Class of 2013 **if the instructor is certified in mathematic as deemed appropriately certified by the Arizona Department of Education.**

Courses marked with * meet the WUSD graduation requirement for either fine arts or Career and Technical Education

Courses marked with + meet the Arizona university system's fine arts or CTE subject area requirement.

23100 CONSTRUCTION TECHNOLOGY I*+

This course focuses on exterior residential and light construction systems. Students learn about the tools, materials, equipment, and methods used in the light construction industry. The proper use of hand and power tools in exterior construction is stressed. Students will also be introduced to architectural computer aided design (CAD) and the creation of working drawings. They will also explore careers and the impact of construction technology on society and the environment. Students will create several projects in small groups that stress exterior construction skills including layout, foundations, masonry, framing, exterior finishing, and roofing. Students will research various topics and present information to the entire class several times. **Prerequisites:** Meet eligibility criteria.

23101 CONSTRUCTION TECHNOLOGY II*+^

This first part of the course focuses on interior residential and light construction systems. Students will expand their architectural CAD skills. They also estimate materials and labor costs; study industry standards and building codes; consider health and safety issues; explore energy conservation, careers, and the impact of construction technology on society and the environment. They will create several projects that stress skills including plumbing, electrical, drywall, and interior finishing. Students will research various topics and present information. This second part of the course focuses on the application of all construction skills while also introducing advanced construction concepts. In groups, students use their knowledge of design, materials, and construction to independently develop structures to demonstrate their knowledge and skills. Students will estimate materials and costs. They must insure their design complies with industry standards and building codes. Students will present the progress of their project to the class and community members during the semester. Students also develop career plans to enter a construction trade. Dual credit may be obtained from the Maricopa Community College system for this program at high schools offering this option.

Prerequisites: Successful completion of Construction Technology I.

20103 CONSTRUCTION TECHNOLOGY INTERNSHIP*+

This course enables students to hold and succeed in an entry-level job. The course combines classroom instruction with supervised on-the-job training in a local business, applying the construction skills learned in class, to a construction internship job. During the first semester of this year students will create a portfolio, learn how to communicate effectively and about employee rights. During the second semester students will learn about personal taxes and financing, interviewing skills and leadership. Students are expected to stay employed throughout the school year in a teacher-approved job working a minimum of 12 hours a week.

21200 INTRODUCTION TO ENGINEERING DESIGN*+

This course provides an overview of the engineering process and the development of a design. Students use computer software to produce, analyze and evaluate models of projects solutions. They study the design concepts of form and function; then use state-of-the-art technology to translate conceptual design into reproducible products. **Prerequisites:** Completion or concurrent enrollment in Geometry **OR** Instructor Approval.

21202 ENGINEERING DESIGN AND DEVELOPMENT*+

Students will continue to explore the different fields of engineering through modules and project investigations. In addition, this course lets students apply what they have learned in academic and pre-engineering course as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. This course equips students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology. Dual credit may be obtained from the Maricopa Community College system for this program at high schools offering this option. **Prerequisites:** Successful completion of Principles of Engineering Design

21203 ADVANCED ENGINEERING SCIENCES

This course prepares students to use critical thinking skills and apply formulations from pre-calculus to basic innovative engineering job functions of research, design, development, testing, and analysis when preparing product. Students will apply concepts of math and science, and problem solving skills to the different systems using input, process, output and feedback. Students will further demonstrate the fundamentals of engineering and mechanics using scientific principles from materials to construct a project a project with consideration to environmental factors, economics, and safety. This course is modeled to university criterion covering engineering theory with a hand-on approach. Dual enrollment credit is offered.

20103 ENGINEERING INTERNSHIP*+

This course enables students to hold and succeed in an entry-level job. The course combines classroom instruction with supervised on-the-job training in a local business where the student can apply engineering skills learned from engineering courses, to real life job applications. During the first semester of this year students will create a portfolio, learn how to communicate effectively and about employee rights. During the second semester students will learn about personal taxes and financing, interviewing skills and leadership. Students are expected to stay employed throughout the school year in a teacher-approved job working a minimum of 12 hours a week. (+ Students can take 3rd year Engineering along with an Engineering Internship in the same year as a senior.)

25. WEST-MEC

(Course Catalog available on campuses)

ALL WEST-MEC Courses require an application

Please see your counselor for more information and timelines or by visiting west-mec.org

Applications open to ALL WUSD students.